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ABSTRACT

This report analyzes 1990-91 "report card" data for Tennessee's schools, making comparisons to earlier studies when appropriate. Of particular importance are the analyses of the relationships among 15 school district characteristics and mean student outcomes (scores from Tennessee's Comprehensive Testing Program and the Tennessee Proficiency Test) at the system, school, and grade levels. Findings showed that student attendance and free/reduced lunches are the factors most influencing achievement. At the system level, student attendance, expenditure per pupil, and percentage of Chapter 1 students had the greatest effect on student outcomes. Some school-level factors (percent student attendance, percent oversized classes, free/reduced lunches, and expenditure per pupil) and grade-level factors (percent student attendance, expenditure per pupil, percent career ladder teachers, and percent free/reduced lunches) demonstrated dramatic upward or downward shifts of influence. Together, the 15 district factors studied accounted for less than 50 percent of the total influence on achievement at any school level. Some highly regarded factors (percentage of oversized classes, average educator salaries, per capita income, percentage of enrollment change, and district size) had relatively little effect on student achievement. Conclusions and implications are provided, along with an executive summary, nine references, and seven appendices of data tables. (MLH)

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THE IMPACT OF COMMUNITY/SCHOOL CHARACTERISTICS ON STUDENT OUTCOME: AN ANALYSIS OF REPORT CARDS ON SCHOOLS

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THE IMPACT OF COMMUNITY/SCHOOL CHARACTERISTICS ON STUDENT OUTCOME: AN ANALYSIS OF REPORT CARDS ON SCHOOLS

for

Annual Meeting

American Educational Research Association (AERA)

April 14, 1993

by

Dr. Russell L. French, Dr. Gordon C. Bobbett, & Dr. Charles. M. Achilles

• Executive Summary • Executive Summary • Executive Summary •

BACKGROUND AND PROCEDURES

The investigators have completed a series of studies of the data reported in Tennessee's 1988-89 and 1990-91 school district report cards. This report focuses on results of the analysis of 1990-91 data with comparisons, where appropriate, to findings of the earlier studies. Of particular importance are the analyses of the relationships between 15 school district characteristics (*independent variables*) and mean student outcomes (*average achievement scores used as dependent variables*) at the **system** level, **school** level (*i.e., elementary, middle, high*), and individual **grade** levels (*2nd - 8th and 10th*). Measures of student outcomes were results from Tennessee's Comprehensive Assessment Program (TCAP) and the Tennessee Proficiency Test (TPT).

Two correlation procedures (*Guttman's partial correlation ("r") and coefficients of determination ("r^2")*) were used to generate the data used as the basis for the primary analyses. Additional study procedures included the rank ordering of school districts by Mean Student Outcome (MSOs) and the computation of z-scores to assist in trend analysis of MSO.

SELECTED FINDINGS

Among the more interesting findings of the study were the following:

1. In both this study and one conducted earlier on 1988-89 report card data, *student attendance* (11%, 13%) and *percent free/reduced lunches* (6%, 5%, respectively) stand out as the two factors having greatest influence on achievement.

2. At the system-level, *student attendance* (13.3%), *expenditure per pupil* (9.4%), and *percentage of Chapter I* students (6.5%) have the most impact on student outcome (*see Table 1, p. 3*). However, these factors did not have the same impact or the greatest impact at all school and grade levels.

3. Some school-level factors (*percent student attendance, percent oversized classes, percent free/reduced lunches, and expenditure per pupil*) and grade-level factors *(percent of student attendance, expenditure per pupil, percentage of Career Ladder teachers, percentage of free/reduced lunches*) demonstrated dramatic upward or downward shifts in influence (*see Tables 2 & 3*).

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4. Together, the 15 district factors studied accounted for less than 50 percent of the total influence on achievement at any school level (*i.e., elementary, middle, high school*) or grade level (Table 2). When the school levels were examined, the greatest impact of the combined factors came at the high school (41%) and the smallest impact occurred at the middle school (35%). At individual grade levels, the greatest impact of the combined 15 factors was at the 4th grade (48%), and the least impact was at the 6th grade (19%).

5. Some highly regarded factors such as percentage of oversized classes, average professional educator salaries, per capita income in the school district, percent of enrollment change, percent of special education, and size of the school district **had relatively little impact** on student achievement.

POLICY RELATED CONCLUSIONS AND IMPLICATIONS

Several conclusions and implications extrapolated from the findings are worthy of discussion by report card developers and policymakers at the local, state and national levels:

1. Improvement in student academic performance will require that all controllable factors in a school or school district receive attention, not just one or two (*e.g., class size, per pupil expenditure, professional salaries, etc.*) that are high on the agenda of one or another stakeholder groups.

2. Improvement in student academic performance requires that we identify the factors that account for the remainder of the influence on student outcomes. This means that school districts must collect data on school climate and culture, instructional methods, school organization, parental involvement, student attitudes, and other factors. Only analyses of the relationships between these factors and student outcomes can provide us the additional information that we need.

3. Report cards containing only system-level data are of little value in determining what can or should be done to bring about improvement in student performance. The interactions between district and school characteristics and student outcomes are complex, and they vary greatly by school level and grade level.

4. The findings of this study suggest that unquestioning equal treatment of schools within a district and students at all grade levels in terms of expenditures, placement of teachers, class size, and other matters may actually create educational inequities. Provision of equal educational opportunity may very well require dissimilar allocations of human and financial resources.

5. Findings from this study and its predecessors suggest that the tests/assessments chosen to measure student performance are critical factors in determining what is currently working in a particular context and what needs "fixing." The data generated from such analyses are only as good as the assessments administered to students.

6. Infusion of money is clearly not the single prerequisite to improved student academic performance. In this and the previous studies, too many school districts demonstrated student outcomes inconsistent with expectations based on financial conditions in the district. While financial recources are important to student achievement, there is evidence to suggest that other factors are equally, and in some cases, more important.

7. The purpose(s) of a school report card should be established before the context and format of the report card are determined. Simple reporting of the status of a series of factors within a school or district can be done in several ways, using a variety of information. However, the development of a report card that will assist educators, policymakers and stakeholder groups in targeting areas and strategies for improvement requires quite different content and format.

ADDITIONAL CONCERNS

In an additional analysis the investigators applied to the 1990-91 data three statistical treatments currently in use in analyzing relationships among report card variables. *Guttman's partial correlation, stepwise regression* and *multiple regression* analyses yield very different pictures of the impact of community/school variables on student achievement.

These findings suggest that researchers and policymakers need to reach some common agreement about how best to analyze and report data, particularly if the results of the analyses are to have utility in school improvement efforts and/or impact on school funding.

Copies of the complete study can be obtained by contacting:

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Table 1. Comparison of Influence Exerted on Student Academic Outcomes by School District Characteristic in 1988-89 and 1990-91.

	Percentage of Influence (district level)	
District Characteristics	**1988-89**	**1990-91**
• County Per Capita Income	0.4	0.4
• Average Professional Salaries	[5.6]	0.1
• Expenditure Per Pupil	0.0	[9.4]
• Average Daily Membership	2.8	0.9
• % Student Attendance	[10.9]	[13.3]
• % Oversized Classes	0.6	3.1
• % Free/Reduced Lunches	[6.0]	[4.7]
• % Career Ladder II & III	0.2	3.1
• Number of Schools in District		0.4
• % Enrollment Change		1.5
• % Regular Diplomas		1.5
• % Honors Diplomas		0.2
• % Students enrolled in Vocational Education		2.9
• % Students in Special Education		0.2
• Percentage of Chapter 1 Students		[6.5]
Total Percentage of Influence	**26.5**	**48.2**

Box ≥ 4% Percentage of Influence

Table 2. Comparison of Influence Exerted on Student Academic Outcomes by **School-level**, 1990-91 Tennessee Report Card data.

District Characteristics	Elementary	Middle	Secondary	System
• County Per Capita Income	0.4	0.0	0.6	0.4
• Average Professional Salaries	1.0	0.3	2.7	0.1
• Expenditure Per Pupil	11.2	8.1	0.4	9.4
• Average Daily Membership	0.1	0.2	5.3	0.9
• % Student Attendance	6.7	5.9	13.6	13.3
• % Oversized Classes	3.4	2.8	0.2	3.1
• % Free/Reduced Lunches	7.3	2.3	0.3	4.7
• % Career Ladder II & III	3.2	4.9	0.0	3.1
• Number of Schools in District	0.2	0.0	4.5	0.4
• % Enrollment Change	0.3	0.3	3.5	1.5
• % Regular Diplomas	1.1	1.9	0.2	1.5
• % Honors Diplomas	0.3	1.5	0.4	0.2
• % Students enrolled in Vocational Education	0.8	1.0	4.5	2.9
• % Students in Special Education	1.5	0.1	0.0	0.2
• Percentage of Chapter 1 Students	2.1	6.0	4.7	6.5
Total Percentage of Influence	**39.6**	**35.3**	**40.9**	**48.2**

Table 3. Comparison of Influence Exerted on Student Academic Outcomes by **Grade-level**, 1990-91 Tennessee Report Card data.

District Characteristics	2nd	3rd	4th	5th	6th	7th	8th	10th
• County Per Capita Income	2.3	0.1	0.0	0.0	0.6	0.1	0.7	0.0
• Average Professional Salaries	0.0	0.9	1.7	0.8	0.1	0.7	0.1	2.9
• Expenditure Per Pupil	1.6	11.7	8.2	10.6	4.6	6.4	4.2	0.6
• Average Daily Membership	0.5	0.2	0.9	0.2	0.0	0.0	0.5	0.9
• Student Attendance	13.2	3.5	3.0	0.0	1.1	6.6	4.7	3.0
• % Oversized Classes	2.0	1.6	5.5	0.5	2.2	2.7	0.6	1.3
• % Free/Reduced Lunches	0.8	2.5	8.5	11.3	2.8	1.4	0.3	0.3
• % Career Ladder II & III	15.8	0.4	0.0	1.5	2.0	4.6	2.8	1.5
• Number of Schools in District	0.4	0.7	0.7	0.3	0.0	0.3	0.3	0.6
• % Enrollment Change	0.0	0.4	1.7	1.5	0.4	0.3	1.9	0.6
• % Regular Diplomas	0.1	0.2	5.2	1.1	0.3	0.8	3.4	1.0
• % Honors Diplomas	0.8	0.5	5.2	0.0	1.8	1.3	0.1	0.0
• % Students enrolled in Vocational Education	0.0	0.0	4.1	0.6	1.0	2.2	0.0	2.2
• % Students in Special Education	2.1	0.2	1.9	1.6	0.5	0.8	0.7	2.5
• Percentage of Chapter 1 Students	0.1	3.9	1.6	1.1	2.4	2.4	6.7	2.0
Total Percentage of Influence	**39.9**	**26.9**	**48.3**	**31.2**	**19.4**	**30.6**	**26.7**	**19.5**

Box ≥ 4% Percentage of Influence

THE IMPACT OF COMMUNITY/SCHOOL CHARACTERISTICS ON STUDENT OUTCOME: AN ANALYSIS OF REPORT CARDS ON SCHOOLS [1]

I. INTRODUCTION

This paper represents the latest in a series of studies of data reported on Tennessee's school district report cards. Previous reports focusing on 1988-89 and 1990-91 report card data have been presented at this meeting (1992), the annual conference of the American Association of School Administrators (1992,1993), the Mid-South Educational Research Association (1991,1992) and several other meetings (see References). The investigations of 1988-89 report card data explored the relationships among eight school district variables (*average attendence, average professional salaries, county per capita income, expenditure per student, average daily membership, percentage of oversized classes, percentage of students on free or reduced lunches, and percentage of educators on upper Career Ladder levels II and III*) and the relationship between each variable and average student test scores at the school district level. In 1990-91, Tennessee began use of its new Tennessee Comprehensive Assessment Program (TCAP), thereby creating a new set of student outcome measures. This change made possible interesting extentions of the 1988-89 report card studies, but it also made comparision of certain findings in the two sets of studies impossible.

TCAP results were reported in greater detail in the 1990-91 report cards than had been true with earlier report cards and outcome measures. The 1990-91 and subsequent report cards report TCAP results at substanitally more grade levels within school districts (2-8,10) making possible study of relationships among school district characteristics and student outcomes at both school levels (*elementary, middle, secondary*) and individual grade levels.

In addition, 1990-91 and report cards thereafter have added information about more school district/community variables. This paper and other recent investigations contain analyses involving 15 rather than 8 variables. The seven added variables include number of schools in the district, precentage of enrollment change, percentage of regular diplomas awarded, percentage of honors diplomas awarded, percentage of vocational students, percentage of special education students, and percentage of Chapter I students.

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1. This paper includes material presented at the annual meetings of MSERA (11/92), SRCEA (11/92) and AASA (2/93) and extends the analyses of data to produce several interesting new findings.

Tables 1 and 2 present a Tennessee school district report card as it appeared in 1988-89. Tables 3 and 4 present a 1990-91 report card. These figures are essential to the reader's understanding of what was and was not available to the researchers as a database. They also provide graphic representations of Tennessee's report cards as they have appeared since the mid-1980s.

II. METHODOLOGY

The 1990-91 report cards provided test results for grades 2 through 10. The investigators conducted analyses at the school system/district level, school-level and individual grade-levels. School-level analyses organized data at four levels: elementary (grades 2-5), middle school (grades 6-8), high school (9-10), and system-level (grades 2-10).

Mean student outcomes (MSOs) were created (*by converting reported scores to Z scores and computing their means*) for each level by combining TCAP data for the grades defined within the particular level. For the high school level, the MSO was created by combining 10th grade TCAP data with the scores reported for the 9th grade Tennessee Proficiency Test (TPT). These MSOs were treated as dependent variables, as in the earlier studies. The 15 school district characteristics studied were treated as independent variables that influence student outcomes. To guide the study eleven research questions were developed:

1. How do school district characteristics currently reported relate to student academic achievement results?
2. Are there differences in the relationships between dependent and independent variables at different school levels (elementary, middle, high school, system)?
3. Are there differences in the relationships between dependent and independent variables at different grade levels (2nd, 3rd, 4th, etc.)
4. How do reported school characteristics relate to each other?
5. When rank ordered on the basis of student outcomes, how do school districts within the state perform in terms of reported school and community characteristics?
6. Do the reported school district characteristics appear to represent <u>all</u> or most factors that influence student academic achievement?
7. Is there evidence of major change in student academic performance from one school level to another within school districts?
8. When academic achievement is treated as scores on two separate test batteries (TCAP and TPT), are patterns of influence changed?
9. What differences in relationships among variables exist when test results of special education students are included in the analyses?
10. How do the results of this study compare with the results of the investigation using 1988-89 report card data?

Table 1. Testing Information For Widget City Schools (1988-89 Report Card Data)

Testing Information for Widget City		Grade Level	1987-88	1988-89	State Average
Basic Skills First Achievement Test (percent score)	Reading	3	90	88	80
		6	82	80	77
		8	92	91	81
	Math	3	91	90	82
		6	67	71	66
		8	77	84	66
Stanford Achievement Test (Stanine score) 7-9 = High 4-6 = Average 1-3 = Low	Reading	2	6	7	6
		5	6	6	5
		7	6	6	5
	Math	2	7	8	6
		5	7	6	6
		7	7	7	5
	Spelling	2	6	7	6
	Language	5	6	6	5
		7	6	6	5
	Environment	2	7	7	6
	Science	5	6	7	6
		7	6	6	5
	Listening	2	7	7	5
		5	6	6	5
		7	6	6	5
	Social Science	5	6	6	5
		7	6	6	5
Stanford Test of Academic Skills (TASK 2) 7-9 = High 4-6 = Average 1-3 = Low	Reading	9	6	6	5
		12	6	6	5
	Math	9	6	6	5
		12	6	6	5
	English	9	7	6	5
		12	6	7	5
	Science	9	7	6	5
		12	6	6	5
	Social Science	9	5	6	5
		12	6	5	5
Tennessee Proficiency Test (% Students Passing)	Language	9	88	92	78
	Math	9	95	98	90
	Both	9	86	91	76

Table 2. System Information for Widget City Schools (1988-89 Report Card Data).

System Information for Widget City		Grade Level	1986-87	1987-88	1988-89	State Average
Number of Schools		K-12	5	5	5	12
Average Daily Membership		K-12	3,291	3,394	3,372	5,874
% Student Attendance		K-12	95.7	95.3	95.1	93.6
% Enrollment Change		9-12	-13.0	-16.1	-15.2	-24.7
% Oversized Class		K-12	1.2	1.4	2.3	3.8
% of Students on Free or Reduced Price Lunch		K-12	23	21	21	42
Expenditures per pupil		K-12	$2,718	$3,299	$3,501	$3,304
County Per Capita Income		K-12	"	"	$12,819	$12,878
% Elementary Schools Accredited by SACS		K-8		100.0	100.0	29.1
% Secondary Schools Accredited by SACS		7-12	100.0	100.0	100.0	64.9
Professional Educator Information						
% Professionals on Career Ladder Levels II & III		K-12	22.9	21.9	25.6	14.8
Average Professional Salary		K-12	$25,198.60	$26,085.44	$30,804.37	$26,756
Student Information						
% Diplomas Granted	Regular	12	90.6	68.7	75.8	81.8
	Honors	12	49.6	26.7	20.0	8.5
	Special Education	12	1.8	1.4	1.5	1.9
	Certificate of Attendance	12				0.9
	Seniors not Receiving Diploma in Spring Graduation	12	2.7	3.2	2.7	6.9
% Students in Vocational Education Courses		7-12	33.0	40.9	41.0	45.5
% Students in Special Education		K-12	12.1	11.3	12.1	14.2
% Chapter 1 Students		K-12	13.3	15.5	12.4	11.9

Table 3. Testing Information For Widget City Schools Too (1990-91 Report Card Data).

Widget Too Schools

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (TCAP)

Reading

GRADE								
Year	2	3	4	5	6	7	8	10
State Avg.	na	na	na	na	na	na	na	na
1990-91	7	6	6	6	6	7	7	6

Language

GRADE								
Year	2	3	4	5	6	7	8	10
State Avg.	na	na	na	na	na	na	na	na
1990-91	7	6	6	6	6	6	7	6

Math

GRADE								
Year	2	3	4	5	6	7	8	10
State Avg.	na	na	na	na	na	na	na	na
1990-91	7	7	7	6	6	7	7	7

Science

GRADE								
Year	2	3	4	5	6	7	8	10
State Avg.	na	na	na	na	na	na	na	na
1990-91	7	6	7	6	6	7	6	6

Social Studies

GRADE								
Year	2	3	4	5	6	7	8	10
State Avg.	na	na	na	na	na	na	na	na
1990-91	7	6	7	6	6	6	6	6

TENNESSEE PROFICIENCY TEST (TPT)

Grade 9

Language

Year	With Special Ed.	Without Special Ed.
State Avg.	na	na
1990-91	90	91

Mathematics

Year	With Special Ed.	Without Special Ed.
State Avg.		na
1990-91	98	98

Both

Year	With Special Ed.	Without Special Ed.
State Avg.		na
1990-91	88	90

Testing Information

Students in Tennessee are given two types of tests.

Students were introduced this spring to the **Tennessee Comprehensive Assessment Program (TCAP).** This program mandates a customized, norm referenced and criterion referenced test for grades 2 through 8, a norm referenced test for grade 10, and the **Tennessee Proficiency Test.**

The customized test will allow each teacher to assess progress of students during the school year with a minimum amount of testing time. The program will generate consistent types of test scores from grade to grade. The norm referenced data will allow longitudinal status of individual, school, system, and state growth in order to evaluate and improve programs and curricula. The criterion referenced data will report the mastery , partial mastery, and non-mastery of tested domains for each school year. Although the objectives for the Tennessee Proficiency Test has been updated, the rules and regulations governing the test will remain the same.

The Tennessee Proficiency Test measures minimum skills in mathematics and language arts. Students must achieve a passing score of 70 percent correct on both the math and language arts tests in order to fulfill one of the requirements for receiving a regular diploma. Students take the test for the first time in the ninth grade.

Table 4. System Information for Widget City Schools Too (1990-91 report card data).

Widget Too

System Information		Grade Level	1988-89	1989-90	1990-91	State Average
Number of Schools		K-12	5	5	5	na
Average Daily Membership		K-12	3,372	3,9290	3,436	na
% Student Attendance		K-12	95.1	95.8	95.6	na
% Enrollment Change		9-12	-15.2	-12.1	-20.1	na
%Oversized Classes		K-12	2.3	1.4	1.5	na
% of Students on Free or Reduced Lunches		K-12	21.0	22.0	23.0	na
Expenditure per Pupil		K-12	$3,501	$3,942	$4,073	na
County Per Capita Income		K-12	$12,819	$13,662	$14,192	na
% Elementary Schools Accredited by SACS		K-8	100	100	100	na
% Secondary Schools Accredited by SACS		7-12	100	100	100	na
Professional Educator Information						
% Professionals on Career Ladder II and III		K-12	25.6	28.6	30.8	na
Average Professional Salary		K-12	$30,804.37	$31,590.60	$33,753.00	na
Student Information						
% Diplomas Granted	Regular	12	75.8	73.4	79.5	na
	Honors	12	20.0	22.0	18.6	na
	Special Education	12	1.5	0.9	1.0	na
	Certificate of Attendance	12		.09		na
	Seniors not Receiving Diploma in Spring Graduation	12	2.7	2.8	1.0	na
% Students in Vocational Education Courses		7-12	41.0	41.3	39.3	na
% Students in Special Education		K-12	12.1	12.6	13.6	na
% Chapter 1 Students		K-12	12.1	12.6	8.7	na

Other Information:

Percent of Student in Attendance (%SA). This figure shows the average percent of student in attendance daily in your school system for the 1990 91 year.

Percent Enrollment Change (%EC). This figure shows the percent change in a group of student who started in the ninth grade four years ago and should have completed the twelfth grade this year. It is a four year average. Decreases happen when students drop out of a school, move away, graduate early, fail a year, or leave school for other reasons not listed.

Percent of Oversized Classes (%OC). This figure shows the percent of classes in all grade levels which had waivers for being over the maximum class size. Maximum class sizes in Tennessee are 25 for grades K-3; 28 for grade 4, 30 for grades 5-6; 35 for grades 7-12; 23 for vocation.

Percent Students on Free or Reduced Lunches (%FRL): Students whose family income meets certain criteria are eligible for free or reduced price lunches. This figure shows the percent of student sin your school system who receive free or reduced price lunches.

Expenditure per Pupil (EPP). This figure shows the average number of dollars spent for each pupil in average daily attendance for your school system.

County Per Capita Income(CCI): This figure represents the per capita personal income for the county in which your school system is located. The most recent figures available from the U.S. Bureau of Economic Analysis are for 1988.

Percent Elementary/Secondary Schools Accredited by SACS (%ES): Schools may elect to seek accreditation from the Souther Association of College and Schools (SACS) in addition to receiving state approval. This agency recognizes quality schools, maintains a list of accredited schools and requires a continuing school improvement program.

Percent Professionals on Career Ladder Levels II and III (%CL): This figure show the percent of professional staff in your school system who have met the standards for Career Levels II and III. These are the upper rungs of Tennessee's Career Ladder program. The number includes regular classroom teachers, guidance counselors, librarians, and administrators.

Average Professional Salary (APS): This figure shows the estimated average salary for all certificated personnel in your school system.

Diplomas Granted: These figures show the percent of the twelfth grade class receiving different types of diplomas. Some school systems have requirement that may exceed these standards. Tennessee students may receive four kinds of diplomas:

High School Diploma (D-HS): Awarded to students who (a) earn 20 units of credit, (b) make passing scores on all components of the Proficiency Test and (c) are satisfactory records of attendance and conduct.

Honors Diploma (D-HO): School systems may offer an optional diploma to students who meet increased requirements established by the State Board of Education. The requirements include accelerated English, math, science and social students, and a 3.0 grade point average.

Special Education Diploma (D-SE): Awarded to students who have satisfactorily completed an individualized Education Program and who have satisfactory records of attendance and conduct, but who have not passed all components of the Proficiency Test.

Certificate of Attendance (D-CA): Awarded to students who have earned 20 units of credit and who have satisfactory records of attendance and conduct, but who fail to meet Proficiency Test standards.

Students Not Receiving Diploma in Spring Graduation (D-NR): This figure represents students who will receive their diplomas after completing summer school or who failed to complete high school.

Percent of Students in Vocational Education Courses (%VO): This figure shows the percent of the school system's average daily membership enrolled in one or more vocational education courses. Students enrolled in more than one vocational courses are counted only once.

Percent of Students in Special Education (%SE): This figure show the percent of students in your school system who are receiving special education services.

Percent of Chapter 1 Students (%CH1): Chapter 1 is a federally funded program to assist students in the areas of reading and mathematics. This figure shows the percent of student receiving services under Chapter 1.

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11. How might the findings of this study inform educational policy at state and local levels?

Five of the eleven questions replicate questions posed in the previous study; items 2, 3, 7, 9, and 10 are new questions representing the capacity available in the 1990-91 report cards to analyze data at several levels within the school districts and the capacity of the current study for comparison with the earlier study results. Question 8 is a modification of a question posed in the earlier study, because only two test batteries (rather than three) were used in the current analysis. The remaining questions were used in previous studies and again here in order to provide a framework for comparisions.

As in the studies using 1988-89 data (121 districts out of a total of 138 districts), 120 of 138 districts reported comprehensive scores on both TCAP and TPT. These districts (120) constitute the sample for analysis.

Twenty school district characteristics were actually reported in the 1990-91 report cards. In responding to research Question #1, the investigators first evaluated all characteristics to determine their value as independent variables. A *Kaiser* test of variable sample adequacy was applied to each variable at each level (elementary, middle, high school, and system). Five characteristics were eliminated from further study: percent elementary schools accredited by SACS, percent high schools accredited SACS, diplomas granted in special education, certificates of attendance granted as diplomas, and seniors not receiving diplomas in Spring graduation. Appendix A presents the results of this analysis.

Two correlation procedures were used to generate a response to research question #1. A Pearson Product Moment correlation enabled comparison of variables, and Guttman's partial correlation allowed the researchers to develop percentages of influence to assess relationships between independent and dependent variables.

To answer research question #2, the correlations (Pearson and Guttman's) were generated for each independent-dependent variable relationship at each of the four defined school levels.

Question #3 again required the use of Guttman's partial correlation procedure. In this analysis, correlations between each of the 15 school/community characteristics and Mean Student Outcome (MSO) at each grade level, two through ten were computed.

Research question #4 was answered by computing correlations among independent variables. A coefficient of determination (r^2) showed the levels of interaction between categories (variables).

Research question #5 required the rank ordering of school districts within the sample by system MSO. Comparisons of rankings at all school levels (elementary, middle, secondary) could be made. Only the top 10 and bottom 10 districts in the rankings are reported.

Research question #6 required no further statistical analyses. The partial correlation coefficients and related percentages of influence previously developed provided the necessary data.

To answer research question #7, changes in MSO upward and downward of one standard deviation from school level to school level were first computed using Z-scores as the basis for the computation. To further clarify the results, school-level rankings were developed.

For research question #8, the investigators applied the Guttman partial correlation procedure to the relationship between each independent variable and each of the two test scores (TCAP and TPT) used in generating the high school MSO.

Research question #9 required application of the statistical procedures previously used to the relationships between each of the 15 school district characteristics and TPT test scores for grade nine under two conditions: with and without special education student's scores.

Research question #10 allowed the investigators to compare and contrast findings from the 1988-89 studies and the 1990-91 studies, wherever comparisons appeared to be valid. Some results could not be compared because different test batteries were used in the two different years.

Question #11 was used as a means of focusing conclusions and implications. Report cards on schools and the data included in them generate policy discussions. The findings of this study when added to those of the earlier ones should be useful to policymakers at all levels.

III. FINDINGS

Findings are reported in two ways: (A) a descriptive analysis of the 120 school districts used in the study, and (B) responses to the research questions.

A. Descriptive Analysis of School Districts

A profile of the 120 school districts qualifying for inclusion in the study was developed. For each category, the report card (state) mean score, standard deviation (SD), number of schools submitting data and ranges of scores or numbers were compiled. Table 5 presents the profile.

1. System Information

All school districts in the sample (120) reported scores for TCAP and for the TPT. When special education students were included in the TPT results, 87.1 percent of all students passed the language test, 90.8 percent passed math, and 84.0 passed both. When special education students were excluded

Table 5. A Report Card Profile of 120 Tennessee School Districts Sampled, 1990-91 data.

	SD	Max	Min.	n	District mean
Tennessee Proficiency Test (TPT)					
With Special Education					
Language	6.9	99	66	120	87.1
Math	5.8	100	68	120	90.8
Both	8.3	99	58	120	84.0
Without Special Education					
Language	5.6	100	72	120	92.2
Math	4.6	100	74	120	94.9
Both	5.6	100	72	120	89.7
System Information					
Number of Schools	20.1	161	1	120	12.9
Average Daily Membership	12,415	103,987	378	120	6,624
% Student Attendance	1	97.4	91.2	120	94.4
%Enrollment Change	9.4	3.6	-48.3	120	-23.0
% Oversized Classes	3.5	23	0.2	103	4.4
% Free or Reduced Lunches	142	85	10	120	41.7
Expenditure Pupil	$532	$5,312	$2591	120	$3,442
County Per Capita Income	$2,257	$22,097	$8,081	120	$12,371
% El. Schools accredited by SACS	34.8	100	3	48	60.4
% Sec. Schools accredited by SACS	23.1	100	25	83	85.3
Professional Educator Information					
% Career Ladder II & III	6.0	42.5	6.8	119	16.8
Average Professional Salary	$2,960	$36,505	$23,262	120	$27,465
Student Information (% Diplomas Granted)					
Regular	9.2	98.7	56.3	120	80.4
Honors	7.0	41.7	1	102	13.7
Special Education	1.6	8.6	0.4	107	2.4
Certificate of Attendance	0.7	2.9	0.1	66	.9
Seniors not receiving Diploma in Spring Grad.	4.3	21.3	0.3	97	6.5
% Students in Vocational Ed. Classes	13.7	98.8	19.8	120	47.6
% Students in Special Ed.	3.9	28.8	8.2	120	16.4
% Chapter 1 Students	8.1	47.5	2.6	120	16.2

from the report, 92.2 percent of the students across the state passed the language test; 94.9 percent passed the mathematics test and 89.7 percent passed both tests.

Most of the 120 school districts studied reported all data for the 20 report card categories. The exceptions: 103 reported percentage of oversized classrooms; 48 reported percentage of elementary schools accredited by SACS; 83 reported percentage of secondary schools accredited by SACS; 119 reported percentage of professionals on Career Ladder II & III, and 66 reported percent of certificates or diplomas awarded. The statewide profile shows approximately 13 schools per district with an average daily membership of 6,624 students. In 1990-91, student attendance averaged 94.4 percent statewide; enrollments in the districts decreased from the preceding year by an average of slightly more than 23 percent (Note: We used only state-reported data in this study). Approximately 4.4 percent of all classes exceeded state prescriptions for class size. Almost 42 percent of all students statewide received free or reduced lunches. Per pupil expenditures averaged $3,442 per district, and county per capita income averaged $12,371.

2. **Professional Educator Information**

Approximately 17 percent of all Tennessee educators had achieved Career Ladder Levels II or III by 1990-91, and average professional salary was $27,465 (range: $23,262 to $36,505). As few as 6.8 percent of the teachers in a district and as many as 42.5 percent had achieved upper Career Ladder status.

3 **Student Information**

Eighty percent of all diplomas awarded in the state in 1990-91 were Regular diplomas; almost 14 percent were Honors diplomas; slightly more than 2 percent were Special Education diplomas, and about 1 percent of all students leaving school were granted certificates of attendance. More than 6 percent of students graduating did not receive their diplomas during spring graduation.

Almost 48 percent of Tennessee's students were enrolled in vocational education classes. Slightly more than 16 percent were special education students, and another 16 percent were Chapter 1 programs.

4. **Comparison of selected 1990-91 data with 1988-89 data.**

A few comparisons of data from the 1990-91 profile (see Table 5) with data from 1988-89 (see Table 6) are useful. Passing rates for the TPT had risen substantially in language (M=76%, 92%, respectively), and in passage of both language and mathematics tests by 1991 (M=76%, 84%, respectively).

Table 6. A Report Card Profile of 121 Tennessee School Districts sampled, 1988-89 data.

121 SCHOOL DISTRICTS	SD	n	Max	Min.	Report Card Mean
OUTCOMES					
Basic Skills First (BSF)			(Percent passing): 8th grade		
Reading	4.9	121	91	65	81
Math	7.7	121	85	43	66
Stanford (STAT); Task 2			(Stanine score): 12th grade		
Reading	0.5	121	7	4	5
Math	0.5	121	6	4	5
English	0.6	121	7	4	5
Science	0.5	121	6	3	5
Social Studies	0.5	121	6	4	5
TN Proficiency Test			(% Students Passing): 9th grade		
Language	8.6	121	98	56	76
Math	6.4	121	98	59	90
Both	9.3	121	98	48	76
MONEY					
Co./Capita Income ($)(CCI)	1,962	121	19,318	6,934	12,878
Stud. Expenditure ($)(EPP)	509	121	4,891	2,318	3,304
Aver. Prof. Salary ($) (APS	2,693	121	34,797	21,286	26,756
SCHOOL SYSTEM					
Average Daily Mem.(#) (ADM)	12,395	121	104,788	375	5,87 4
Student Attendance (%SA)	1.3	121	97.1	90.3	93.6
Oversized Class (%OC)	4.1	110	21.5	0.1	3.8
Free/Reduced Lunch (%FRL)	14.5	121	86.0	9.0	42.0
Career Ladder II/III (%CL)	5.9	121	41.5	4.1	14.8

Between 1989 and 1991, average per pupil expenditures rose about $100, and average county per capita income had fallen by about $500. Average professional salaries of educators had increased about $700. The percentage of students receiving free or reduced lunches remained static at approximately 42 percent, and the percent of oversized classes dropped only 3 tenths of one percent.

B. Findings Pertinent to Research Questions

1. How do school district characteristics currently reported relate to student academic achievement results?

As in the 1988-89 studies, a correlation matrix (Appendix B) was generated to assess the relationship between each reported characteristic and MSOs. However, four sets of relationships could be determined for 1991: one for Elementary School Outcome Level (EOL), one for Middle School Outcome Level (MOL), one set for High School Outcome Level (HOL), and one for the System Outcome Level (SOL). The same correlation matrix (see Appendix B) displays relationships between independent variables and system outcomes (SOL).

In response to question 1, Appendix B shows correlations exceeding $\pm$.50 between four district characteristics and **EOL**: percent of free or reduced lunches (r= -.70), percent of upper career ladder professionals (r= .62), percent of special education diplomas (r= -.53), and percent of Chapter 1 students (r= -.68). Five characteristics correlated above $\pm$.50 with **MOL**: percent of free/reduced lunches (r= -.69), percent of upper Career Ladder teachers (r= .65), average professional salaries (r= .51), percent of Special Education diplomas (r= -.69), and percent of Chapter 1 students (r= -.69). High correlations (above $\pm$.50) existed between **HOL** and five district characteristics: percent of student attendance (r= .53), percent of free/reduced lunches (r= -.69), percent of upper Career Ladder teachers (r= .55), percent of special education diplomas (r= -.55), and percent of Chapter 1 students (r= -.74). When academic outcomes (MSO) for the entire system were the focus, four system characteristics demonstrated correlations above +.50: percent free/reduced lunches (r= -.73), percent of upper Career Ladder teachers (r= .64), percent special education diplomas (r= -.62), and percent of Chapter 1 students (r= -.73).

Academic outcomes at all levels were influenced positively by the presence of expert teachers (upper Career Ladder teachers) and to a somewhat lesser degree by attendance. Attendance most influenced HOL performance. Most severe negative influences on academic performance at all levels were percent of students receiving free/reduced cost lunches and percentage of Special Education and/or Chapter 1 students.

A second set of data relating to question 1 (see Table 7 and Appendix C) provided a Guttman's Partial Correlation (r^2) matrix for each of the four outcome levels and for the 15 targeted system characteristics, and a display of the percentage of influence exerted by each system characteristic on each set of MSOs. Findings included:

1. Characteristics having greatest impact on student academic performance were not the same at all levels (see Figure 1). The factor most influencing the EOL was per pupil expenditure (11.2%). Middle school student academic performance was most impacted by the same factor (8.1%). Academic performance among high school students was most influenced by their attendance (13.6%), as was overall academic performance in the school district (13.3%).

2. The factor having least impact on MSOs also varied by school level. The size of the system (ADM) had least influence on elementary student performance (0.1%). Neither the number of schools in a system nor the county per capita income had any influence on MOLs (0.0%). HOL was least influenced by the percentage of Special Education students in the district and the percentage of Career Ladder II and III teachers teaching there (0.0%). Overall MSO in a system was least impacted by average professional salaries of educators (0.1%).

3. Percentage of oversized classes, a rough indicator of the influence of class size on student performance, has increasingly less influence on student academic performance as students progress from elementary to middle to high school. Even at its most influential point (the elementary years), this factor accounts for only 3.4 percent of whatever it is that influences student academic outcomes.

Table 7 Guttman's partial correlation (r^2) used to evaluate the 15 report card categories from 4 educational levels (elementary (EOL), middle school (MOL), high school (HOL), and system (SOL), 1990-91 Tennessee school district report card data.

	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CHI	Total
EOL	0.2	0.1	6.7	0.3	3.4	7.3	11.2	0.4	3.2	1.0	1.1	0.3	0.8	1.5	2.1	39.60
MOL	0.0	0.2	5.9	0.3	2.8	2.3	8.1	0.0	4.9	0.3	1.9	1.5	1.0	0.1	6.0	35.30
HOL	4.5	5.3	13.6	3.5	0.2	0.3	0.4	0.6	0.0	2.7	0.2	0.4	4.5	0.0	4.7	40.90
SOL	0.4	0.9	13.3	1.5	3.1	4.7	9.4	0.4	3.1	0.1	1.5	0.2	2.9	0.2	6.5	48.20

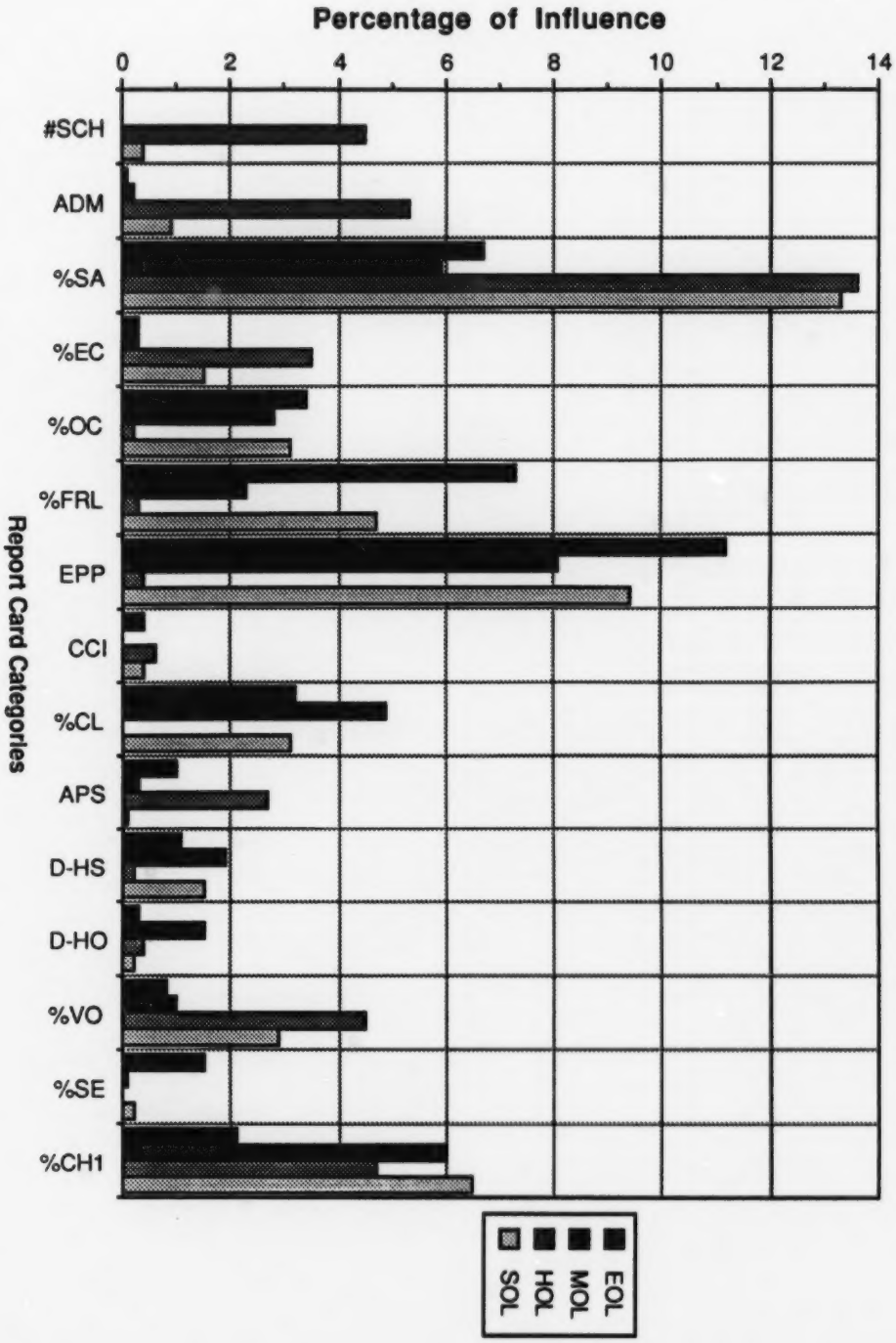

Figure 1 The percentage of influence for the 15 report card categories and the four levels (elementary [EOL], middle [MOL], high school [HOL], and system (SOL], 1990-91 Tennessee report card data.

2. **Are there differences in the relationships between dependent and independent variables at different school levels?**

The answer to this question is clearly "yes" as demonstrated by data in Appendix C. We have already reported the differences in system characteristics having most and least impact on student academic outcomes at the various school levels. No system characteristic influences student academic outcomes in the same way at all school/district levels. The combined set of 15 characteristics does not exert the same amount of influence on MSOs at any of the four levels studied. This finding will be explored more completely in response to research question 5.

Other relationships demonstrated in Appendix C are important. The presence of upper Career Ladder teachers appears to have greatest impact on student performance at the middle school level (4.9%). The average professional salaries paid within a school district do not have great influence on student performance, but they have more influence (2.7%) on secondary students than on any other group. The socio-economic level of the community (county per capita income) had less than one percent influence on academic outcomes at any level.

The histogram presented in Figure 1 portrays the statistics presented in the Appendix C. Note particularly the positions of the influence occupied by percent student attendance (%SA), expenditure per pupil (EPP), and percent of students receiving free/reduced lunches (%FRL) in relationship to the other variables.

3. **Are there differences in the relationships between dependent and independent variables at different grade levels (2nd, 3rd, 4th, etc.)?**

The matrices presented in Appendix D and in Table 8 display the percentage of influence ("r^2") of each community/school characteristic on MSO at each grade level in 1990-91, second through eighth and tenth. Similar to the school-level analysis, no characteristic exerted the same level of influence on MSO at every grade level. The characteristics having the greatest impact on MSO across grade levels (*mean of grade level percentages*) were expenditure per pupil (6.0%), percent of student attendance (4.4%), percentage of free/reduced lunches (3.5%), and percentage of Career Ladder teachers (3.6%). Characteristics exerting the least impact on MSO across grade levels were number of schools in the district (0.4%), average daily membership (0.4%), average professional salaries (0.9%), and percentage of enrollment change (0.9%).

Only five characteristics exerted six percent or more of all influence on MSOs at any grade level: percentage of student attendance, percentage of free/reduced lunches, expenditure per pupil, percentage of Career Ladder teachers II & III ,and percentage of Chapter 1 students. Of these five

Table 8

Percentage of Influence (r^2) of 15 School District Characteristics on Grade Level MSOs.

PARTIAL CORRELATIONS

Tennessee Comprehensive Assessment program (TCAP)

	Category	2nd	3d	4th	5th	6th	7th	8th	10th	Mean
1	#SCH	0.4%	0.7%	0.7%	0.3%	*0.0%*	0.3%	0.3%	0.6%	0.4%
2	ADM	0.5%	0.2%	0.9%	0.2%	0.0%	*0.0%*	0.5%	0.9%	0.4%
3	%SA	**13.2%**	3.5%	3.0%	*0.0%*	1.1%	**6.6%**	4.7%	3.0%	4.4%
4	%EC	0.0%	0.4%	1.7%	1.5%	0.4%	0.3%	1.9%	0.6%	0.9%
5	%OC	2.0%	1.6%	5.5%	0.5%	2.0%	2.7%	0.6%	1.3%	2.0%
6	%FRL	0.8%	2.5%	**8.5%**	**11.3%**	2.8%	1.4%	0.3%	0.3%	3.5%
7	EPP	1.6%	**11.7%**	**8.2%**	**10.6%**	4.6%	**6.4%**	4.2%	0.6%	**6.0%**
8	CCI	2.3%	0.1%	*0.0%*	0.0%	0.6%	0.1%	0.7%	0.0%	0.5%
9	%CL	**15.6%**	0.4%	*0.0%*	1.5%	2.0%	4.6%	2.8%	1.5%	3.6%
10	APS	0.0%	0.9%	1.7%	0.8%	0.1%	0.7%	0.1%	2.9%	0.9%
11	D-HS	0.1%	0.2%	5.2%	1.1%	0.3%	0.8%	3.4%	1.0%	1.5%
12	D-HO	0.8%	0.5%	5.2%	0.0%	1.8%	1.3%	0.1%	*0.0%*	1.2%
13	%VO	0.0%	*0.0%*	4.1%	0.6%	1.0%	2.2%	*0.0%*	2.2%	1.3%
14	%SE	2.1%	0.2%	1.9%	1.6%	0.5%	0.8%	0.7%	2.5%	1.3%
15	%CH1	*0.1%*	3.9%	1.6%	1.1%	2.4%	2.4%	**6.7%**	2.0%	2.5%
	SUM	**39.9%**	26.9%	**48.3%**	31.2%	**19.4%**	30.6%	26.7%	**19.5%**	

Category

Bold & Shade PI = PI larger than 6%

Box = The grade (e.g., 2nd, 6th) with the largest PI for each category

characteristics, only three exerted that level of influence (6 percent or more) on MSO at more than one level. Student attendance accounted for 13.2% of MSO at second grade and 6.6% percent MSO at 7th grade. Percentage of free/reduced lunches produced 8.5% of the influence on MSO at fourth grade and 11.3% at the fifth grade. Per pupil expenditure exerted substantive influence at the third (11.7%), fourth (8.2%), fifth (10.6%), and seventh (6.4%) grade levels.

Analysis of Table 8 data indicates some shifts in influence exerted by a single district characteristic from one grade level to the next. For example, the influence of percentage of student attendance dropped from 13.2% in the second grade to 3.5% in the third. Influence of free/reduced lunches fell from 11.3% in the fifth grade to 2.8% in the sixth grade. A rise from 1.6% to 11.7% in the influence of expenditure per pupil appeared between grades two and three, and percentage of Career Ladder II & III teachers had far less influence on third grader's MSO (0.4%) than on second grader's (15.8%).

When influence of all 15 district characteristics studied on individual grade-level performance is summed, the combined influence varies from a high of 48.3% at fourth grade to a low of 19.4% at sixth grade. As in previous analyses, less than 50% of all influence on MSO at any grade level is produced by these 15 factors. Performances of fourth graders and second graders are influenced most by the combined set of factors (48.3% and 39.9%, respectively). Sixth grade and tenth grade MSOs are least influenced by this set of factors (19.4% and 19.5%, respectively).

Table 9 presents additional interesting information. Simple Guttman's partial correlations ("*r*" and not "r^2") reveal that several variables (*precent oversized classes, present free/reduced lunches, precent vocational students, percent Chapter I students*) exhibit negative correlations with achievement at every grade level. It is also interesting to note that the Chapter 1 variable shows a constantly increasing negative correlation with achievement in grades 5, 6, 7 and 8. The lower correlation at the 10th grade level might be explained by dropout; i.e., students at-risk have dropped out of school by the 10th grade. The remainder of the pattern is puzzling, unless it is an indicator of the <u>failure</u> of Chapter 1 to produce long-lasting results.

Differences in the relationships between independent and dependent variables are found at different grade levels. <u>Equal treatment of schools, classrooms, and students at every level does not appear to be the most appropriate way to improve student performance</u>.

Table 9. Results of Guttman's partial correlation ("r") by Grade Level.

	GRADES ⟶	2nd	3rd	4th	5th	6th	7th	8th	10th
	Categories								
1	#SCH	.06	-.08	-.08	-.06	.00	-.05	.05	.08
2	ADM	-.07	.05	.10	.05	-.02	.00	-.07	-.10
3	%SA	.36	.19	.17	.01	.11	.26	.22	.17
4	%EC	-.01	-.06	.13	.12	-.07	.06	.14	.08
5	%OC	-.14	-.13	-.24	-.07	-.14	-.16	-.08	-.11
6	%FRL	-.09	-.16	-.29	-.34	-.17	-.12	-.05	-.06
7	EPP	.13	.34	.29	.33	.21	.25	.20	.08
8	CCI	-.15	-.02	.01	.02	-.08	-.03	.08	-.02
9	%CL	.40	-.07	.01	.12	.14	.22	.17	.12
10	APS	-.02	-.10	-.13	-.09	.03	.08	.03	.17
11	D-HS	-.03	.04	.23	.11	.05	.09	.18	.10
12	D-HO	-.09	.07	.23	-.01	-.13	-.11	-.03	.02
13	%VO	-.02	.01	-.20	-.08	-.10	-.15	.01	-.15
14	%SE	.15	-.05	.14	.13	-.07	.09	-.08	.16
15	%CH 1	-.04	-.20	-.13	-.10	-.15	-.16	-.26	-.14

Box = Categories with negative partial correlations (r).

4. How do reported school characteristics relate to each other?

The answer to this question is found in Appendix B. The correlation matrix reveals eight correlations exceeding ±.50. The relationship between number of schools in the system and %SA is strongly negative (r= -.54). The same can be said of the relationships between %SA and size of school district (n= -.54) and between %FRL and %SA (r= -.54). None are surprising statistics.

There is a strong positive correlation (r= .53) between percentage of special education diplomas awarded in a district and the percentage of students receiving free/reduced cost lunches. A strong positive correlation (r= .78) exists between percentage of Chapter 1 students in a school district and percentage of students receiving free/reduced cost lunches. Special education, free/reduced meals, and Chapter 1 are closely linked.

The relationship between APS in a system and EPP is strongly positive (r= .79). Communities that spend more on education pay their teachers and administrators better than do other communities. A strong positive correlation (r=.51) is found between percentage of students receiving special education diplomas and percentage of students not receiving diplomas.

Table 10. School District Rankings By Student Academic Performance, 1990-91 data, based on SOL and compared on EOL, MOL, HOL.

	Elementary		Middle		High School		System		Differences		
SCH #	EOL Z	Rk	MOL Z	Rk	HOL Z	Rk	SOL Z	Rk	Max. Z	Min. Z	Diff.
Top 10 Systems											
72	2.87	1	2.96	1	1.61	4	2.48	1	2.96	1.61	1.36
119	2.09	3	2.14	2	1.25	11.5	1.83	2	2.14	1.25	0.89
59	1.96	4	1.98	3	1.36	9	1.77	3	1.98	1.36	0.62
84	1.58	13	1.98	5	1.68	3	1.75	4	1.98	1.58	0.40
99	1.71	7	1.98	4	1.49	5	1.73	5	1.98	1.49	0.49
108	1.71	7	1.17	14	1.78	2	1.55	6	1.78	1.17	0.60
110	1.71	7	1.19	12	1.42	6.5	1.44	7	1.71	1.19	0.52
37	1.58	13	1.82	7	0.85	19	1.42	8	1.82	0.85	0.96
103	1.71	7	1.18	13	1.29	10	1.39	9	1.71	1.18	0.53
29	2.22	2	1.83	6	-0.03	60.5	1.34	10	2.22	-0.03	2.25
Bottom 10 Systems											
97	-0.75	94	-1.09	112	-0.75	106	-0.86	111	-0.75	-1.09	0.34
16	-0.88	106.5	-0.43	98	-1.36	115	-0.89	112	-0.43	-1.36	0.93
62	-1.40	115.5	-0.60	107	-0.82	108	-0.94	113	-0.60	-1.40	0.80
46	-0.88	106.5	-1.25	115	-1.02	112	-1.05	114	-0.88	-1.25	0.37
10	-1.14	113	-1.72	117	-0.90	109	-1.25	115	-0.90	-1.72	0.81
58	-0.88	106.5	-1.09	113	-1.82	117	-1.26	116	-0.88	-1.82	0.94
78	-1.79	117	-1.25	114	-1.43	116	-1.49	117	-1.25	-1.79	0.53
41	-1.79	118	-2.53	119	-0.75	107	-1.69	118	-0.75	-2.53	1.78
111	-2.43	119	-2.54	120	-2.72	120	-2.56	119	-2.43	-2.72	0.29
30	-3.21	120	-2.52	118	-2.70	119	-2.81	120	-2.52	-3.21	0.69

There is a positive correlation (r=.50) between percentage of special education diplomas awarded and percentage of students enrolled in vocational education programs. This correlation could reflect the creation of vocationally-oriented programs for special education students, or placement of special education students in vocational programs, regardless of the suitability of the programs to the students.

5. When rank ordered on the basis of student outcomes, how do school districts within the state perform in terms of reported school and community characteristics?

To explore this question, the investigators generated rankings by MSO at the four levels being investigated and by system characteristics for the top 10 and bottom 10 producing systems, using system MSOs (SOL) as the anchor. Table 10 and Appendix E present the findings. Table 10 displays the relationships between SOLs and school levels. Among important findings are the following:

1. The system having the highest MSO (#72) had the highest elementary and middle school MSOs, but not the highest high school MSO.

2. Eight of the top 10 systems ranked by district MSO were not in the top 10 at the elementary, middle, or high school levels.

3. The district ranking 10 in SOL ranked 60th in HOL performance.

4. No district ranking among the bottom 10 districts in district MSO ranked above 94th position at any school level.

Appendix E provides data about school district/community characteristics in relation to system level MSO rankings. It also profiles the relationships between system/community factors and HOLs. Note the following:

1. There are no readily identifiable patterns of school/community characteristics among those currently reported that produce high achieving or low achieving school systems.

2. There are no common patterns of school/community characteristics among those reported that appear consistently to produce high achievement or low achievement among high school students.

3. Typical biases about characteristics necessary in a system or community to produce high achievement (e.g., money, larger or smaller schools, small classes) are not confirmed by the data available. Schools and communities with a range of the characteristics currently reported produce both higher and lower academic achievement.

6. Do the reported school district characteristics appear to represent all or most factors that influence student academic achievement?

The answer to this question is found in Appendix C. Clearly, the answer is, "NO." Together, the 15 characteristics under investigation provide 39.6 percent of the influence on EOL, 35.3 percent of the influence on MOL, 40.9 percent of whatever influences HOL, and 48.2 percent of the influence on SOL. These factors influence outcomes at different levels in different ways, and together they account for less than half of whatever influences student performance at any level. Further, they account for less than 50% of the influence on student outcomes at any single grade level as indicated in the response to question #3 (see Table 8, p. 16). The influence pattern ranged from a low of 19.4 percent at the sixth grade level to a high of 48.3 percent at the fourth grade level.

7. Is there evidence of major change in student academic performance from one school level to another within school districts?

Table 11 provides the data pertinent to this question. Eleven systems demonstrated shifts downward in MSO of at least one standard deviation somewhere between the elementary and the high

Table 11. School districts with outcomes greater/smaller than +≤1.0 z-scores between the elementary, middle, or high school levels.

	Elementary		Middle		High School		System		Differences		
SYS #	EOL Z	Rk	MOL Z	Rk	HOL Z	Rk	SOL Z	Rk	Max. Z	Min. Z	Diff.
DOWN											
AT Least -1 Standard Deviation at some level (n=11)											
101	**1.06**	20.5	**-1.52**	116	-0.69	102	-0.39	85	1.06	-1.52	-2.58
29	**2.22**	2	1.83	6	**-0.03**	**60.5**	1.34	**10**	2.22	-0.03	-2.25
22	**1.45**	16	0.55	21	**-0.67**	**100**	0.44	**30**	1.45	-0.67	-2.11
77	**-0.10**	57	-0.28	73	**-1.97**	118	-0.78	107	-0.10	-1.97	-1.86
85	**1.71**	7	1.66	8	**-0.15**	**67.5**	1.07	**13**	1.71	-0.15	-1.85
89	**1.58**	13	0.20	42	**-0.02**	58	0.58	24	1.58	-0.02	-1.60
82	**1.06**	20.5	**-0.43**	78	0.94	18	0.52	26	1.06	-0.43	-1.49
71	**1.58**	13	1.33	11	**0.09**	**54**	1.00	**17**	1.58	0.09	-1.49
67	**1.19**	18	**-0.11**	52	0.42	35.5	0.50	29	1.19	-0.11	-1.29
9	**1.58**	13	1.48	10	**0.29**	**42**	1.12	**11**	1.58	0.29	-1.29
39	**0.54**	30.5	-0.43	79	**-0.59**	**94**	-0.16	**62**	0.54	-0.59	-1.13
UP											
At least +1 Standard Deviation at some level (n=12)											
1	**-0.88**	106.5	0.54	23	**1.85**	1	0.50	28	1.85	-0.88	+2.73
41	-1.79	118	**-2.53**	119	**-0.75**	107	-1.69	118	-0.75	-2.53	+1.78
74	0.54	30.5	**-0.27**	69	**1.37**	8	0.55	25	1.37	-0.27	+1.64
90	**-1.40**	115.5	-0.76	110	**0.19**	**48**	-0.66	**104**	0.19	-1.40	+1.58
55	**-0.88**	106.5	-0.43	97	**0.47**	**33.5**	-0.28	**74**	0.47	-0.88	+1.35
64	**-0.49**	76.5	**0.84**	20	-0.36	78	0.00	57	0.84	-0.49	+1.33
51	**-0.88**	106.5	0.39	26	**-0.51**	89.5	-0.33	78	0.39	-0.88	+1.27
52	**-0.62**	82.5	-0.59	102	**0.63**	**24.5**	-0.20	**68**	0.63	-0.62	+1.25
33	**-0.62**	82.5	-0.27	66	**0.55**	29	-0.11	58	0.55	-0.62	+1.17
93	**-0.49**	76.5	0.21	40	**0.64**	23	0.12	47	0.64	-0.49	+1.14
47	**-1.01**	111.5	-0.43	99	**0.05**	**56**	-0.46	**91**	0.05	-1.01	+1.06
31	**-0.36**	70	0.22	37	**0.63**	24.5	0.16	43	0.63	-0.36	+1.00

KEY:

SYS = State System ID
EOL = Elementary Outcome Level
MOL = Middle School Outcome Level
HOL = High School Outcome Level
SOL = System Outcome Level
Bold = Unusual data

school levels. Sometimes the shift occurred from elementary to middle school, sometimes from middle to high school. Sometimes the change was continuous from level to level, and sometimes a dramatic shift occurred from elementary to middle, but began to reverse from middle to high school.

Twelve systems demonstrated changes of at least one standard deviation upward over the three school levels. Again the patterns of change were not always constant, and the shifts occurred at different points in different systems.

Some of the notable change patterns can be seen in reviewing the changes in academic rankings within a system from level to level:

1. Six of the 11 systems showing downward shifts in MSO had consistent downward trends from the elementary to middle to high school levels.

2. Three districts showed significant declines in MSO from the elementary to middle school level, but reversed the trend from middle to high school. System #82 demonstrated a dramatic downward shift from elementary to middle school (20th to 78th) and a dramatic shift upward from middle to high school (78th to 18th).

3. Two districts (#71, #9) displayed better student performance (by rank) at the middle school level than at the elementary level, but dropped markedly in the high school rankings.

4. Of the 12 systems demonstrating upward shifts in MSO, six showed consistent patterns of improvement at each school level. Perhaps the most dramatic pattern was exhibited by system #1 which ranked 106 (of 120) in EOL, 23 in MOL and first in HOL. Data for this system also clearly point up the limited value of district-level rankings. In the composite, this system ranked 28th in SOL.

5. Three systems (#41, #74, #52) displayed downward patterns of achievement from elementary to middle school, but strong upward patterns from middle to high school.

6. Three systems (#90, #64, #51) showed strong upward trends in MSO and ranking from the elementary to middle school level, but reversed the pattern from the middle to the secondary level.

The data presented do not suggest the causes of the changes found among these 23 school districts. Changes could relate to the quality of instruction at the several levels. They might reflect an emphasis on "teaching to the test" at certain levels. They could indicate the lack of alignment between outcome measure (tests) and curriculum. They might be caused, in part, by the movement to a new set of tests (TCAP) during the year being investigated. What is clear is that outcome data and rankings reported at the system level have limited utility in identifying what is happening academically within a system or in targeting areas for improvement.

8. When academic achievement is treated as scores on two separate test batteries (TCAP and TPT), are patterns of influence changed?

Appendix F presents the findings pertinent to this question. Percentages of influence of each

school district characteristic on each high school student achievement measure (TCAP, TPT) were compiled. The high school TCAP score was used because it represents the 10th grade level, the level closest to the point (9th grade) where the TPT is administered. Several statistics are noteworthy:

1. The combined influence of the 15 factors varies greatly from test to test (TCAP=19.5%, TPT=41.6%).

2. Student attendance plays a much more important role in passage of the TPT (13.7%) than in the scores attained on the TCAP (3.0%).

3. Oversized classes influence TCAP scores (1.3%) more than passing TPT (0.1%), but the influence is not great in either case.

4. Size of the school district (number of schools and ADM) has more influence on TPT scores (5.5%, 5.1%) than on TCAP scores (0.9%, 0.6%).

The difference in what is being reported in the two scores may have significant impact on the influence patterns. The TPT results are simply a summary of the percentage of students receiving scores of 70 percent or better on all sub-tests (criterion-referenced). TCAP results reported are school-level mean scores on the test (norm-referenced). At any rate, various factors in the school district do influence outcomes on these two measures differently.

9. What differences in relationships among variables exist when test results of special education students are included in the analyses?

Data appearing in Appendix G provide the response to this question. When rankings of the top 25 and bottom 25 performing school districts with special education students' TPT scores included were compared with the rankings for the same districts excluding special education results, there were some changes in rankings, but no district originally ranked in the top or bottom group moved out of that respective group.

Shifts in ranked position were both upward and downward. Few were dramatic; i.e., shifts usually did not change rank by more than a position or two. Among the top 25 districts, one district dropped six positions when special education students' scores were dropped from consideration. Another district rose six positions under the same circumstances. Among the bottom 25 districts, three climbed markedly in rank when special education results were removed. Two districts dropped more than four positions. In large part, special education students' test results did not dramatically influence the overall academic performance of the school district.

10. How do the results on this study compare with the results of the investigation using 1988-89 Report Card data?

Results of the studies (*1988-89 and 1990-91*) are not comparable in several areas. Student outcome measures (tests) changed in the interval, and the 1990-91 report cards provided more and somewhat different data than in 1988-89.

Changes and similarities in the basic statewide system profiles have already been presented in the descriptive analysis of school districts (*see pp. 2-5*). Therefore, the comparisons presented here focus on findings in response to similar research questions in the two studies.

The 1988-89 studies reported positive correlations between school district MSO and five school district characteristics: county per capita income, average professional salaries, per pupil expenditure, student attendance, and percentage of upper Career Ladder teachers. In that study, two district characteristics (*%OC and %FRL*) correlated negatively with student academic performance, and one characteristic (ADM) demonstrated no significant correlation to student outcomes.

In 1990-91, system MSO (*or SOL*) correlated positively with the five district characteristics: *student attendance, per pupil expenditure, county per capita income, average professional salaries, and percentage of upper Career Ladder teachers.* The same two district factors that correlated negatively with student performance in 1988-89 (*%OC and %FRL*) demonstrate that relationship again in 1990-91. In the 1990-91 study, size of school district (ADM) also demonstrated a negative correlation with academic performance. Relationships among variables change little from test to test or year to year (correlation data can be found in Appendix B, and in Bobbett, French, and Achilles, et.al.[1,2,3, & 4]). In 1988-89, correlations exceeding .50 (±) were found among four sets of system characteristics:

CCI and APS, r=.71 ***APS and EPP, r=.78***
CCI and ADM, r=.53
CCI and %FRL, r= -.53

When examining the same district characteristics using 1990-91 data, three correlations exceeding .50 (±) were found:

%SA and ADM, r= -.54 ***APS and EPP, r= .79***
%SA and %FRL, r= -.54

Only one pair of characteristics (*average professional salaries* and *expenditure per pupil*) exhibited essentially the same relationships in the two studies. However, many of the positive and negative correlations below ±50 were exhibited from study to study.

One comparison available from the two studies is the influence on MSO of the eight school district factors studied in 1988-89 and the 15 factors investigated in the current study. Table 12 presents the data.

What produces the changes in influence of various factors is unclear. However, several observations can be made.

1. Attendance is still the most dominant factor in student achievement, among factors available for study.

2. In both studies, factors considered by many to be major contributors to or inhibitors of student academic performance (e.g., teacher salaries, percent oversized classes, county per capita income) by themselves have limited influence.

3. Doubling the number of factors included in the analysis almost doubles the amount of influence for which one can account, but the 15 characteristics under scrutiny in the current study still account for less than half of whatever influences student performance.

4. The change in student outcome measures from 1988-89 to 1990-91 may have significant impact on the data. If so, the importance of test/outcome measures themselves is underscored again.

IV. CONCLUSIONS AND IMPLICATIONS OF THE STUDY

As in the initial study, investigators framed a final research question as a means of developing useful conclusions and implications.

11. How might the findings of this study inform educational policy at state and local levels?

Several of the conclusions of the 1988-89 studies were reinforced by the results of the 1990-91 investigations. Specifically, policymakers at all levels need to consider that few of the individual inputs commonly associated with student achievement have much impact on student performance. With the exception of student attendance (and perhaps per pupil expenditure) treatment of any isolated variable will have little effect. If we want to improve or change student performance, a systemic approach to educational change is an absolute necessity.

In the 1988-89 studies, the researchers concluded that the eight system characteristics taken from the Tennessee Report Cards for analysis were of limited value; i.e., they give limited information to policymakers and educators who want to improve education in their states and local communities, because these variables accounted for so little of the influence on student outcomes. In the 1990-91 investigations, 15 variables were examined. Again, they do not appear to be the "right ones," i.e., they don't tell us enough about what influences student achievement. Based on the two studies, knowledge gained from review of related research and experience in schools, the investigators urge that consideration be given to collecting, reporting, and analyzing data on such things as school organization,

Table 12. Comparison of Influence Exerted On Student Academic Outcomes By School District Characteristics in 1988-89 and 1990-91.

	Percentage of Influence (district level)	
District Characteristics	**1988-89**	**1990-91**
County Per Capita Income	0.4	0.4
Average Professional Salaries	5.6	0.1
Expenditure Per Pupil	0.0	9.4
Average Daily Membership	2.8	0.9
% Student Attendance	10.9	13.3
% Oversized Classes	0.6	3.1
% Free/Reduced Lunches	6.0	4.7
% Career Ladder II & III	0.2	3.1
Number of Schools in District		0.4
% Enrollment Change		1.5
% Regular Diplomas		1.5
% Honors Diplomas		0.2
% students enrolled in Vocational Education		2.9
% Students in Special Education		0.2
Percentage of Chapter 1 Students		6.5
Total Percentage of Influence	**26.5**	**48.2**

school culture, student motivation, parental involvement, instructional methodologies, curriculum features and other factors to try to find factors that may have significant influence on student performance.

When reviewing the results of the 1988-89 studies, the investigators suggested that building-level data are probably more useful and more valid than district-level data for use in report cards. That conclusion is confirmed by the present study. Major variations and fluctuations in results appeared from school level to school level and grade level to grade level within individual school districts. Identification of sources of these differences could be useful to educators and policymakers seeking improvement. Even the 1990-91 study did not have building-level data available for analysis. School-level data in the study may reflect conditions across several schools.

Report cards are only as good as the assessments used to determine student performance. The 1988-89 studies raised some questions about the assessments being used. Those questions are highlighted in the findings of the current study. Enough variations in similar analyses between the studies exist to suggest that the differences in student outcome measures are probably one cause.

The numerous variations found in influence patterns from grade level to grade level and school level to school level provide a great deal of food for thought. Much support has been given to the notion that schools and learners within a school district should be treated equally; i.e., per pupil expenditures, class size, quality of teachers and other factors should be the same in all situations. The findings of this study indicate that some factors are more important to student achievement at some levels than at others. Equal treatment may actually promote educational inequities within a school district.

Finally, "What is the purpose of School District Report Cards?" The question is not an antagonistic one, but a supportive one. Definition of purpose or purposes is central to assessing the value of report card contents. A recent editorial in the Nashville Tennessean (1992) speaks of Tennessee's report cards in glowing terms:

> It (the Report Card) is simply the most comprehensive report in this or any state on school funding and student performance. . .
>
> The reports are more than just a tool for comparison, however; they can empower local communities to act. The reports give Tennesseans the power to get the job done and make the grade for better schools. (p.40).

If the purpose of the Tennessee Report Card is simply to report the status of a community's schools and selected factors generally associated with them, the current report card may get by. If the purpose is to provide citizens, parents, educators and policymakers meaningful information upon which to make decisions for improvement, much is lacking. At best, at least 50 percent of what influences

student performance has not been reported. This can provide serious impediments to school improvement, if education leaders focus entirely on what is now being reported as the primary sources of improvement in student performance.

V. A Footnote

As an outgrowth of their several analyses of Tennessee's report cards the investigators have begun study of report cards now in existance in other states. Review of the report cards available immediately highlights certain problems in comparing data from state to state. For example, there is no common approach to statistical analysis of report card data (*where such analyses are conducted at all*).

At least three approaches to analysis of the impact of school/community variables on student achievement are currently in use, each championed by the researchers employing it. As the reader is well aware, the Tennessee studies conducted by the authors of this paper have depended heavily on Guttman's partial correlation procedure. Studies in other states employing *forward* stepwise regression (Harris, 1985) analysis have been reported. Multiple regression (Harris, 1985) analysis also has been used.

When the results of the Guttman's partial correlation, stepwise regression, and multiple regression were applied to the 1990-91 data, the results of the three types of statistical analysis varied greatly (see Table 13). The percentages of influence on student outcomes generated for the combined set of school/community variables vary with the statistical precedure employed.

This finding poses several critical questions for both researchers and policymakers who may use the results of the research:

1. Is there a "best" statistical analysis procedure that should be applied to report card data; i.e., one that is most defensible and that will provide the most valid information for use in decisions about educational restructuring and improvement?

2. Should there be dialogue among state and national policymakers, educational agencies and researchers about uniform ways of treating report card data?

3. Should there be dialogue among state and national policymakers, educational agencies and researchers that might lead to agreement about report card entries, their analyses and their use?

If school, district and state level report cards are to become a useful tool of the educational accountability and improvement initiatives, it would appear that all three of these questions, as well as others yet to be posed, need to be addressed. The authors of this paper have already begun the collection and analysis of pertinent data. Findings, implications and recommentations will be reported over the next several months.

Table 13

Comparison Among the Results of Guttman's Partial Correlation, Forward Stepwise Regression, and Multiple Regression Analyses Using 15 Tennessee Report Card Categories

Guttman's Partial Correlation

(Using 15 Variables)

	Elementary		Middle		High		System	
	39.6% *		**35.9%** *		**40.9%** *		**48.2%** *	
1	**EPP**	**11.2%** **	**EPP**	**8.1%** **	**%SA**	**13.6%** **	**%SA**	**13.3%** **
2	**%FRL**	**7.3%**	**%CH1**	**6.0%**	ADM	5.3%	**EPP**	**9.4%**
3	**%SA**	**6.7%**	**%SA**	**5.9%**	**%CH1**	4.7%	**CH1**	**6.5%**
4	%OC	3.4%	%CL	4.9%	%VO	4.5%	**%FRL**	4.7%
5	%CL	3.2%	%OC	2.8%	#SCH	4.5%	%OC	3.1%
6	%CH1	2.1%	%FRL	2.3%	%EC	3.5%	%CL	3.1%
7	%SE	1.5%	D-HS	1.9%	APS	2.7%	%VO	2.9%
8	D-HO	1.1%	D-HO	1.5%			%EC	1.5%
9	APS	1.0%	%VO	1.0%			D-HS	1.5%
10							ADM	0.9%
	Sum	*37.5%*	*Sum*	*34.4%*	*Sum*	*38.8%*	*Sum*	*46.9%*

Stepwise Regression (Forward)

(Using 15 Variables)

	Elementary		Middle		High		System	
	R^2	**Adjusted *** R^2**	*R^2*	**Adjusted *** R^2**	*R^2*	**Adjusted *** R^2**	*R^2*	**Adjusted *** R^2**
	50.2%	**48.5%**	*60.6%*	**57.8%**	*49.9%*	**48.2%**	*63.2%*	**61.5%**
1	**%FRL**	*25.0%*	APS	*27.2%*	**%CH1**	*28.9%*	**%FRL**	*31.9%*
2	**EPP**	*41.1%*	**%SA**	*40.3%*	**%SA**	*41.8%*	**EPP**	*53.8%*
3	**%SA**	*48.5%*	ADM	*46.9%*	APS	*48.2%*	**%SA**	*59.2%*
4			**%CH1**	*52.5%*			**%CH1**	*61.5%*
5			**EPP**	*56.2%*			ADM	*63.3%*

Multiple Regression

(Using 15 Variables)

Elementary		Middle		High		System	
R^2	**Adjusted *** R^2**	*R^2*	**Adjusted *** R^2**	*R^2*	**Adjusted *** R^2**	*R^2*	**Adjusted *** R^2**
57.9%	**48.4%**	*64.6%*	**57.5%**	*57.6%*	**49.1%**	*70.1%*	**64.1%**

Difference in R^2 between the methods of caculating the percentage of influence in the 15 Report Card categories

MINIMUM (R^2)	39.6%	35.9%	40.9%	48.2%
MAXIMUM (R^2)	49.4%	57.8%	49.1%	64.1%
DIFFERENCE	**9.8%**	**21.9%**	**8.2%**	**15.9%**

* All 15 variables treated in this study constitute the basis for the percentages reported. However, only those variables exerting one percent (1%) influence or more are included.

** **Bold Categories** = Categories that were identified as having a significant ($p \leq .05$) influence on student outcome using Stepwise Regression *(i.e., Forward)* analysis, and that were identified to have ≥ 5% influence on outcome using Guttman's partial correlation analysis.

*** Unbiased Estimate (*see Stepwise Regression and Multiple Regression*).

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VIII. NOTES

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Appendix A

Results of Kaiser Test of Variable Sampling Adequacy

20 report card variables

	MSA	.226		.228		.230		.230
	EOL	**.34**	**MOL**	**.46**	**HOL**	**.51**	**SOL**	**.44**
1	#SCH	.31	#SCH	.27	#SCH	.28	#SCH	.30
2	ADM	.30	ADM	.27	ADM	.28	ADM	.30
3	%SA	.27	%SA	.46	%SA	.46	%SA	.36
4	%EC	.24	%EC	.38	%EC	.41	%EC	.36
5	%OC	.35	%OC	.67	%OC	.45	%OC	.64
6	%FRL	.29	%FRL	.24	%FRL	.25	%FRL	.25
7	EPP	.24	EPP	.41	EPP	.40	EPP	.34
8	CCI	.13	CCI	.10	CCI	.10	CCI	.10
9	**%ES**	**.19**	**%ES**	**.17**	**%ES**	**.16**	**%ES**	**.16**
10	**%HS**	**.17**	**%HS**	**.14**	**%HS**	**.15**	**%HS**	**.14**
11	%CL	.24	%CL	.20	%CL	.20	%CL	.20
12	APS	.28	APS	.44	APS	.46	APS	.41
13	D-HS	.18	D-HS	.15	D-HS	.16	D-HS	.16
14	D-HO	.19	D-HO	.17	D-HO	.17	D-HO	.18
15	**D-SE**	**.22**	**D-SE**	**.20**	**D-SE**	**.20**	**D-SE**	**.21**
16	**D-CA**	**.12**	**D-CA**	**.10**	**D-CA**	**.11**	**D-CA**	**.11**
17	**D-NR**	**.21**	**D-NR**	**.18**	**D-NR**	**.18**	**D-NR**	**.19**
18	**%VO**	**.14**	**%VO**	**.50**	**%VO**	**.29**	**%VO**	**.19**
19	**%SE**	**.16**	**%SE**	**.13**	**%SE**	**.14**	**%SE**	**.15**
20	%CH1	.27	%CH1	.26	%CH1	.27	%CH1	.30

Underline/bold = Tennessee Report Card Categories that did not pass the test of "Independence".

Correlation Matrix Displaying Relationships Between Varialbles

		EOL	MOL	HOL	SOL	1 #SCH	2 ADM	3 %SA	4 %EC	5 %OC	6 %FRL	7 EPP	8 CCI	9 %ES	10 %HS	11 %CL	12 APS	13 D-HS	14 D-HO	15 D-SE	16 D-CA	17 D-NR	18 %VO	19 %SE	20 %CH1
	EOL	**1.00**																							
	MOL	**.87**	**1.00**																						
	HOL	**.86**	**.84**	**1.00**																					
	SOL	**.87**	**.85**	**.94**	**1.00**																				
1	#SCH	-.24	-.25	-.16	-.23	1.00																			
2	ADM	-.26	-.27	-.19	-.26	.99	1.00																		
3	%SA	.41	.47	**.53**	.49	**-.54**	**-.54**	1.00																	
4	%EC	.35	.42	.42	.41	-.36	-.32	.40	1.00																
5	%OC	-.24	-.24	.01	-.18	-.01	.01	.09	.33	1.00															
6	%FRL	**-.70**	**-.69**	**-.69**	**-.73**	.43	.44	**-.54**	-.44	-.16	1.00														
7	EPP	.33	.33	.23	.31	.34	.31	-.39	-.02	-.40	.19	1.00													
8	CCI	.01	.08	-.05	.02	-.06	-.07	-.25	.06	-.33	.11	.29	1.00												
9	%ES	-.10	.06	-.19	-.07	-.07	-.01	-.15	.16	-.18	.31	.16	.26	1.00											
10	%HS	-.13	-.02	-.17	-.11	.08	.10	-.41	-.02	-.18	.37	.31	.41	.60	1.00										
11	%CL	**.62**	**.65**	**.55**	**.64**	-.13	-.15	.12	.31	-.35	-.33	.34	.17	.10	.04	1.00									
12	APS	.43	**.51**	.40	.47	.40	.39	-.24	-.03	-.39	-.07	**.79**	.25	.21	.23	.40	1.00								
13	D-HS	-.04	-.07	-.11	-.07	-.14	-.14	.12	-.41	-.01	-.06	-.18	-.21	-.36	-.18	-.39	-.20	1.00							
14	D-HO	.46	.49	.42	.48	-.04	-.09	.15	.32	-.25	-.33	.25	-.07	-.07	-.12	**.62**	.28	**-.61**	1.00						
15	D-SE	**-.53**	**-.69**	**-.55**	**-.62**	.20	.22	-.41	-.07	.29	**.53**	-.17	.15	.18	.31	-.42	-.36	-.25	-.33	1.00					
16	D-CA	-.25	-.08	-.05	-.14	.16	.19	.25	.25	.37	.23	-.06	-.04	.29	-.06	-.12	.02	-.40	-.07	.23	1.00				
17	D-NR	-.37	-.36	-.24	-.34	.19	.24	-.27	.17	.23	.37	-.01	.34	**.52**	.33	-.12	.02	**-.56**	-.31	**.51**	**.53**	1.00			
18	%VO	-.10	-.02	-.01	-.05	.01	-.01	.07	.06	-.08	.22	.36	-.06	.02	.33	.05	.01	-.17	.09	.09	.13	.09	1.00		
19	%SE	.15	-.04	.07	.07	-.34	-.37	-.04	.31	.07	-.07	.14	.24	-.14	.23	.29	-.21	-.31	.18	.22	-.16	.16	.50	1.00	
20	%CH1	**-.68**	**-.69**	**-.74**	**-.73**	.04	.05	-.22	-.37	-.13	**.78**	-.06	.18	.22	.26	-.45	-.43	.12	-.46	**.53**	.17	.27	.37	.15	1.00

Bold/Underline = ≥.50

Positive

1	.79	APS v. EPP
2	.78	%CH1 v %FRL
3	.65	%CL v MOL
4	.64	%CL v. SOL
5	.62	%CL v EOL
6	.62	%CL v D-HO
7	.55	%CL v. HOL
8	.53	%CH v D-SE
9	.53	D-NR v D-CA
10	.53	%SA v HOL

Negative

1	-.74	%CH1 v HOL
2	-.73	%FRL v SOL
3	-.73	%CH1 v SOL
4	-.70	%FRL v EOL
5	-.69	%FRL v MOL
6	-.69	%FRL v HOL
7	-.69	D-SE v MOL
8	-.69	%CH v MOL
9	-.68	%CH v EOL
10	-.62	D-SE v SOL

Appendix C

Partial Correlations and Percent of Influence of 15 School District Characteristics On School-Level Mean Student Outcomes

	EOL	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
EOL	.58																
1 #SCH	-.05	.99															.2%
2 ADM	.03	.99	.99														.1%
3 %SA	.26	-.06	.04	.42													6.7%
4 %EC	.06	-.13	.12	.33	.45												.3%
5 %OC	-.19	-.01	.01	-.04	.01	.33											3.4%
6 %FRL	-.27	-.11	.15	-.04	-.14	.02	.74										7.3%
7 EPP	.34	.29	-.31	-.19	.13	.07	.56	.84									11.2%
8 CCI	-.06	-.01	.00	-.06	.17	-.35	.07	.04	.26								.4%
9 %CL	.18	.07	-.09	.07	.03	.04	.19	-.29	-.07	.44							3.2%
10 APS	-.10	-.28	.33	.07	-.18	-.19	-.52	.83	.00	.42	.89						1.0%
11 D-HS	.10	.04	-.06	.25	-.37	-.11	-.05	.23	-.09	.02	-.31	.73					1.1%
12 D-HO	.06	.15	-.16	.17	-.24	-.13	-.09	.17	-.02	.19	-.19	-.75	.69				.3%
13 %VO	-.09	-.04	.05	.05	.27	-.06	-.18	.40	-.16	.08	-.28	-.02	-.09	.38			.8%
14 %SE	.12	.01	-.04	.01	-.27	.11	-.05	.21	.26	.11	-.27	-.27	-.09	.16	.38		1.5%
15 %CH1	-.15	-.05	.02	.13	-.23	-.30	.42	.03	-.08	-.03	-.13	-.24	-.18	.22	-.04	.63	2.1%
Total																	39.7%

	MOL	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
MOL	.65																
1 #SCH	.00	.99															.0%
2 ADM	-.04	.99	.99														.2%
3 %SA	.24	-.07	.06	.42													5.9%
4 %EC	.05	-.13	.12	.33	.45												.3%
5 %OC	-.17	.00	.00	-.05	.01	.32											2.8%
6 %FRL	-.15	-.10	.14	-.08	-.15	.05	.72										2.3%
7 EPP	.29	.28	-.29	-.18	.13	.05	.53	.84									8.1%
8 CCI	-.02	-.01	.00	-.07	.17	-.34	.08	.02	.26								.0%
9 %CL	.22	.06	-.08	.06	.03	.04	.17	-.30	-.07	.45							4.9%
10 APS	.06	-.28	.33	.03	-.19	-.17	-.49	.80	.01	.39	.89						.3%
11 D-HS	.14	.03	-.05	.24	-.37	-.11	-.06	.23	-.09	.00	-.32	.73					1.9%
12 D-HO	-.12	.15	-.17	.21	-.23	-.16	-.12	.22	-.03	.23	-.19	-.72	.69				1.5%
13 %VO	-.10	-.03	.04	.05	.27	-.06	-.17	.40	-.16	.09	-.26	-.02	-.11	.38			1.0%
14 %SE	-.04	.00	-.03	.05	-.26	.08	-.09	.27	.26	.14	-.29	-.25	-.09	.14	.37		.1%
15 %CH1	-.25	-.04	.01	.15	-.22	-.31	.43	.05	-.08	.00	-.10	-.21	-.21	.20	-.06	.65	6.0%
Total																	35.3%

	HOL	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
HOL	.58																
1 #SCH	.21	.99															4.5%
2 ADM	-.23	.99	.99														5.3%
3 %SA	.37	-.14	.13	.47													13.6%
4 %EC	.19	-.16	.16	.25	.47												3.5%
5 %OC	-.05	.01	-.01	-.07	.01	.30											.2%
6 %FRL	-.05	-.09	.14	-.09	-.15	.07	.72										.3%
7 EPP	.07	.27	-.29	-.13	.14	.01	.51	.83	CCI								.4%
8 CCI	-.08	.01	-.02	-.04	.18	-.35	.08	.02	.27								.6%
9 %CL	-.01	.07	-.09	.12	.04	.00	.15	-.25	-.08	.42							.0%
10 APS	.16	-.30	.35	-.02	-.22	-.17	-.49	.82	.02	.41	.89						2.7%
11 D-HS	.04	.02	-.05	.25	-.37	-.13	-.08	.28	-.09	.04	-.32	.73					.2%
12 D-HO	-.06	.16	-.17	.20	-.22	-.14	-.11	.20	-.03	.20	-.19	-.75	.69				.4%
13 %VO	-.21	.02	.00	.10	.30	-.05	-.16	.40	-.17	.06	-.23	-.02	-.11	.40			4.5%
14 %SE	-.02	.01	-.03	.04	-.25	.09	-.09	.27	.26	.13	-.28	-.26	-.08	.14	.37		.0%
15 %CH1	-.22	.01	-.04	.17	-.19	-.28	.46	-.01	-.09	-.06	-.08	-.24	-.20	.18	-.06	.64	4.7%
Total																	40.9%

	SOL	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
SOL	.70																
1 #SCH	.07	.99															.4%
2 ADM	-.10	.99	.99														.9%
3 %SA	.37	-.09	.08	.46													13.3%
4 %EC	.12	-.14	.13	.28	.46												1.5%
5 %OC	-.18	.01	-.01	-.02	.02	.32											3.1%
6 %FRL	-.22	-.08	.13	-.03	-.13	.04	.73										4.7%
7 EPP	.31	.26	-.27	-.21	.11	.06	.54	.84									9.4%
8 CCI	-.07	.00	-.01	-.05	.17	-.35	.07	.04	.27								.4%
9 %CL	.18	.05	-.07	.05	.02	.04	.18	-.29	-.07	.44							3.1%
10 APS	.04	-.28	.33	.03	-.19	-.17	-.49	.80	.01	.40	.89						.1%
11 D-HS	.12	.03	-.05	.22	-.38	-.11	-.06	.23	-.09	.01	-.32	.73					1.5%
12 D-HO	-.05	.15	-.17	.19	-.23	-.15	-.11	.20	-.03	.21	-.20	-.74	.69				.2%
13 %VO	-.17	-.02	.03	.08	.29	-.07	-.19	.42	-.17	.09	-.26	-.01	-.10	.39			2.9%
14 %SE	.04	.00	-.03	.02	-.26	.09	-.08	.24	.26	.12	-.29	-.27	-.08	.15	.37		.2%
15 %CH1	-.25	-.03	-.01	.18	-.20	-.31	.40	.06	-.09	-.01	-.11	-.21	-.20	.18	-.04	.65	6.5%
Total																	48.2%

	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	Total
EOL	0.2	0.1	6.7	0.3	3.4	7.3	11.2	0.4	3.2	1.0	1.1	0.3	0.8	1.5	2.1	39.60
MOL	0.0	0.2	5.9	0.3	2.8	2.3	8.1	0.0	4.9	0.3	1.9	1.5	1.0	0.1	6.0	35.30
HOL	4.5	5.3	13.6	3.5	0.2	0.3	0.4	0.8	0.0	2.7	0.2	0.4	4.5	0.0	4.7	40.90
SOL	0.4	0.9	13.3	1.5	3.1	4.7	9.4	0.4	3.1	0.1	1.5	0.2	2.9	0.2	6.5	48.20

Partial Correlations and Percent of Influence on 15 School District Characteristics on Grade-Level Mean Student Outcome

	2nd	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
2nd	.50																0.4%
1 #SCH	.06	.99															0.5%
2 ADM	-.07	.99	.99														13.2%
3 %SA	.36	-.09	.07	.46													0.0%
4 %EC	-.01	-.13	.12	.33	.45												2.0%
5 %OC	-.14	.01	-.01	-.03	.00	.32											0.8%
6 %FRL	-.09	-.09	.14	-.08	-.16	.06	.72										1.6%
7 EPP	.13	.28	-.30	-.15	.15	.03	.52	.83									2.3%
8 CCI	-.15	.00	-.01	-.02	.16	-.36	.07	.04	.28								15.8%
9 %CL	.40	.04	-.05	-.04	.04	.06	.17	-.28	-.01	.52							0.0%
10 APS	-.02	-.28	.33	.05	-.19	-.18	-.51	.84	.00	.38	.89						0.1%
11 D-HS	-.03	.04	-.06	.28	-.37	-.14	-.09	.29	-.10	.04	-.32	.73					0.8%
12 D-HO	-.09	.15	-.17	.21	-.24	-.15	-.11	.21	-.04	.22	-.20	-.75	.69				0.0%
13 %VO	-.02	-.03	.05	.03	.27	-.04	-.16	.39	-.16	.07	-.27	-.03	-.10	.38			2.1%
14 %SE	.15	-.01	-.02	-.02	-.26	.11	-.07	.24	.27	.06	-.29	-.26	-.07	.15	.39		0.1%
15 %CH1	-.04	-.04	.01	.10	-.24	-.28	.48	-.02	-.08	-.04	-.12	-.26	-.19	.23	-.05	.63	**39.9%**

	3d	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
3d	.45																0.7%
1 #SCH	-.08	.99															0.2%
2 ADM	.05	.99	.99														3.5%
3 %SA	.19	-.05	.04	.40													0.4%
4 %EC	-.06	-.13	.12	.36	.45												1.6%
5 %OC	-.13	-.01	.01	-.07	-.01	.31											2.5%
6 %FRL	-.16	-.11	.16	-.09	-.17	.06	.72										11.7%
7 EPP	.34	.30	-.31	-.17	.16	.05	.53	.85									0.1%
8 CCI	-.02	-.01	.00	-.07	.16	-.35	.08	.03	.26								0.4%
9 %CL	-.07	.06	-.09	.13	.03	.00	.13	-.21	-.08	.43							0.9%
10 APS	-.10	-.28	.33	.06	-.19	-.19	-.52	.83	.00	.40	.89						0.2%
11 D-HS	.04	.04	-.06	.27	-.36	-.13	-.08	.25	-.09	.04	-.31	.73					0.5%
12 D-HO	.07	.15	-.17	.17	-.23	-.13	-.09	.16	-.02	.21	-.19	-.75	.69				0.0%
13 %VO	.01	-.03	.05	.02	.27	-.04	-.15	.36	-.16	.07	-.27	-.03	-.09	.38			0.2%
14 %SE	-.05	.00	-.03	.05	-.26	.08	-.09	.27	.26	.13	-.29	-.26	-.08	.15	.37		3.9%
15 %CH1	-.20	-.06	.02	.13	-.25	-.30	.44	.05	-.08	-.07	-.13	-.24	-.17	.23	-.06	.64	**26.9%**

	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
4th	.53															0.7%
1 #SCH	-.08	.99														0.9%
2 ADM	.10	.99	.99													3.0%
3 %SA	.17	-.05	.03	.40												1.7%
4 %EC	.13	-.12	.11	.32	.46											5.5%
5 %OC	-.24	-.02	.03	-.05	.03	.34										8.5%
6 %FRL	-.29	-.12	.17	-.06	-.12	.00	.74									8.2%
7 EPP	.29	.30	-.33	-.16	.11	.07	.55	.84								0.0%
8 CCI	.01	-.01	.00	-.08	.16	-.34	.09	.02	.26							0.0%
9 %CL	.01	.07	-.09	.12	.04	.01	.14	-.24	-.08	.42						1.7%
10 APS	-.13	-.29	.34	.07	-.17	-.20	-.52	.84	.01	.41	.89					5.2%
11 D-HS	.23	.05	-.08	.23	-.39	-.07	-.01	.20	-.09	.03	-.26	.74				5.2%
12 D-HO	.23	.16	-.18	.14	-.26	-.08	-.03	.12	-.03	.20	-.16	-.76	.70			4.1%
13 %VO	-.20	-.05	.07	.06	.29	-.09	-.21	.43	-.15	.07	-.29	.02	-.04	.40		1.9%
14 %SE	.14	.01	-.04	.01	-.28	.12	-.04	.21	.26	.13	-.27	-.29	-.11	.17	.38	1.6%
15 %CH1	-.13	-.05	.03	.12	-.22	-.30	.42	.02	-.07	-.05	-.13	-.22	-.16	.20	-.04	.63	**48.3%**

	5th	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
5th	.51																0.3%
1 #SCH	-.06	.99															0.2%
2 ADM	.05	.99	.99														0.0%
3 %SA	.01	-.07	.05	.38													1.5%
4 %EC	.12	-.12	.11	.35	.46												0.5%
5 %OC	-.07	.00	.01	-.09	.01	.31											11.3%
6 %FRL	-.34	-.11	.16	-.11	-.11	.05	.75										10.6%
7 EPP	.33	.30	-.32	-.11	.10	.03	.57	.84									0.0%
8 CCI	.02	-.01	.00	-.08	.16	-.34	.09	.01	.26								1.5%
9 %CL	.12	.07	-.10	.12	.02	.01	.18	-.27	-.08	.43							0.8%
10 APS	-.09	-.28	.33	.05	-.18	-.18	-.51	.83	.01	.42	.89						1.1%
11 D-HS	.11	.04	-.06	.28	-.38	-.13	-.04	.23	-.10	.02	-.31	.73					0.0%
12 D-HO	-.01	.15	-.16	.19	-.23	-.14	-.11	.19	-.03	.20	-.20	-.75	.69				0.6%
13 %VO	-.08	-.04	.05	.02	.28	-.05	-.18	.40	-.16	.07	-.28	-.02	-.10	.38			1.6%
14 %SE	.13	.01	-.04	.04	-.27	.10	-.04	.21	.25	.12	-.28	-.27	-.08	.16	.38		1.1%
15 %CH1	-.10	-.05	.02	.10	-.23	-.28	.42	.01	-.07	-.04	-.13	-.24	-.19	.22	-.04	.63	**31.2%**

	6th	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
6th	.45																
#SCH	.00	.99															0.0%
ADM	-.02	.99	.99														0.0%
%SA	.11	-.07	.05	.39													1.1%
%EC	-.07	-.13	.12	.36	.45												0.4%
%OC	-.14	.00	.00	-.07	-.01	.32											2.0%
%FRL	-.17	-.10	.15	-.10	-.17	.05	.72										2.8%
EPP	.21	.29	-.31	-.13	.16	.04	.53	.83									4.6%
CCI	-.08	-.01	.00	-.07	.16	-.35	.07	.03	.27								0.6%
%CL	.14	.06	-.09	.10	.05	.02	.17	-.27	-.07	.44							2.0%
APS	.03	-.28	.33	.04	-.19	-.17	-.50	.82	.01	.40	.89						0.1%
D-HS	.05	.03	-.06	.28	-.36	-.13	-.08	.27	-.09	.03	-.32	.73					0.3%
D-HO	-.13	.15	-.16	.20	-.24	-.16	-.13	.22	-.04	.22	-.20	-.74	.69				1.8%
%VO	-.10	-.03	.05	.03	.26	-.06	-.17	.40	-.17	.08	-.27	-.03	-.11	.38			1.0%
%SE	-.07	.00	-.03	.05	-.27	.08	-.10	.26	.25	.14	-.29	-.26	-.09	.14	.38		0.5%
%CH1	-.15	-.04	.01	.11	-.25	-.29	.45	.01	-.08	-.03	-.11	-.24	-.21	.21	-.07	.64	2.4%
																	19.4%

	7th	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
7th	.61																
#SCH	-.05	.99															0.3%
ADM	.00	.99	.99														0.0%
%SA	.26	-.05	.05	.42													6.6%
%EC	.06	-.13	.12	.33	.45												0.3%
%OC	-.16	-.01	.00	-.04	.01	.32											2.7%
%FRL	-.12	-.10	.15	-.08	-.16	.06	.72										1.4%
EPP	.25	.30	-.31	-.17	.13	.05	.52	.84									6.4%
CCI	-.03	-.01	.00	-.07	.17	-.35	.08	.03	.26								0.1%
%CL	.22	.08	-.09	.06	.02	.04	.17	-.29	-.07	.45							4.6%
APS	.08	-.27	.33	.02	-.19	-.16	-.49	.80	.01	.38	.89						0.7%
D-HS	.09	.04	-.06	.25	-.37	-.12	-.07	.25	-.09	.01	-.32	.73					0.8%
D-HO	.11	.14	-.16	.21	-.23	-.16	-.12	.22	-.03	.22	-.19	-.73	.69				1.3%
%VO	-.15	-.04	.05	.06	.28	-.07	-.17	.41	-.16	.10	-.25	-.02	-.11	.39			2.2%
%SE	.09	.01	-.03	.01	-.27	.10	-.08	.24	.26	.11	-.30	-.27	-.07	.16	.38		0.8%
%CH1	-.16	-.05	.02	.13	-.23	-.30	.46	.02	-.08	-.02	-.10	-.24	-.21	.21	-.04	.64	2.4%
																	30.6%

	8th	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
8th	.53																
#SCH	.05	.99															0.3%
ADM	-.07	.99	.99														0.5%
%SA	.22	-.08	.07	.41													4.7%
%EC	.14	-.14	.13	.31	.46												1.9%
%OC	-.08	.01	.00	-.07	.01	.31											0.6%
%FRL	-.05	-.10	.15	-.11	-.16	.07	.72										0.3%
EPP	.20	.28	-.30	-.15	.12	.02	.51	.83									4.2%
CCI	.08	-.01	.00	-.10	.15	-.34	.09	.00	.27								0.7%
%CL	.17	.06	-.08	.08	.01	.02	.15	-.27	-.09	.44							2.8%
APS	.03	-.28	.33	.04	-.19	-.17	-.51	.82	.00	.40	.89						0.1%
D-HS	.18	.02	-.04	.23	-.38	-.12	-.07	.24	-.11	.00	-.32	.73					3.4%
D-HO	-.03	.15	-.16	.19	-.23	-.14	-.11	.20	-.02	.21	-.20	-.73	.69				0.1%
%VO	.01	-.03	.05	.02	.27	-.04	-.16	.38	-.16	.06	-.27	-.03	-.09	.38			0.0%
%SE	-.06	.01	-.04	.06	-.25	.08	-.09	.26	.26	.14	-.29	-.24	-.09	.15	.38		0.7%
%CH1	-.26	-.03	.00	.15	-.20	-.29	.45	.03	-.06	-.01	-.11	-.19	-.19	.23	-.06	.65	6.7%
																	26.7%

	10th	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1	
10th	.50																
#SCH	.08	.99															0.6%
ADM	-.10	.99	.99														0.9%
%SA	.17	-.08	.07	.40													3.0%
%EC	.08	-.13	.13	.33	.45												0.6%
%OC	-.11	.01	-.01	-.07	.01	.31											1.3%
%FRL	-.06	-.09	.15	-.11	-.16	.07	.72										0.3%
EPP	.08	.29	-.31	-.13	.15	.02	.51	.83									0.6%
CCI	-.02	-.01	.00	-.08	.17	-.35	.09	.02	.26								0.0%
%CL	.12	.06	-.08	.10	.03	.02	.15	-.26	-.08	.43							1.5%
APS	.17	-.29	.34	.02	-.20	-.15	-.49	.82	.01	.38	.80						2.9%
D-HS	.10	.03	-.05	.26	-.37	-.12	-.08	.27	-.09	.02	-.33	.73					1.0%
D-HO	.02	.15	-.16	.18	-.24	-.14	-.11	.20	-.03	.20	-.20	-.75	.69				0.0%
%VO	-.15	-.02	.03	.05	.28	-.06	-.16	.40	-.16	.08	-.24	-.01	-.09	.39			2.2%
%SE	.16	-.01	-.02	.01	-.27	.10	-.08	.25	.26	.11	-.31	-.27	-.09	.17	.39		2.5%
%CH1	-.14	-.03	.00	.12	-.23	-.29	.47	-.01	-.08	-.04	-.09	-.24	-.19	.21	-.03	.63	2.0%
																	19.5%

Profiles of School District Rankings by District Mean Student Outcomes and School District Community Characteristics

System Outcome Level (SOL)

Top 12 SOL Districts

Rank	District #	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1
1	72	94	62	20	44	17	7	14	21	3	6	61	24	34	25	22
2	119	13	12	49	9	29	1	24	1	18	20	50	45	43	28	1
3	59	37	34	41	5	4	64	2	18	6	3	4	4	97	84	30
4	84	60	45	54	1		29	1	11	4	2	117		45	114	4
5	99	5	4	49	13	74	5	69	4	77	16	104		47	30	2
6	108	71	68	54	12		29	10	27	23	19	5	15	4	106	17
7	110	83	91	9	41		32	16	35	2	13	104		33	10	54
8	37	71	78	7	14	4	35	4	56	78	10	85	82	115	75	45
9	103	8	10	45	83		35	7	18	74	17	50	58	53	113	40
10	29	94	83	79	65	1	46	12	93	9	14	94	83	107	33	60
11	9	60	59	84	88	12	46	3	18	44	5	76	54	90	28	39
12	57	42	35	64	104	32	83	9	14	39	24	98		100	80	94

Bottom 12 SOL Districts

109	92	83	57	106	118	48	91	62	58	61	79	38	41	46	52	99
110	42	42	42	49	53	14	110	96	97	79	95	94	89	70	49	111
111	97	94	97	109	65	44	91	22	99	30	72	117		7	120	96
112	16	30	44	112	107	91	107	54	75	92	103	61	71	99	89	113
113	62	83	41	35	58	76	110	114	87	41	96	85		73	33	97
114	46	83	50	15	82		116	70	86	89	75	33	32	65	5	116
115	10	18	26	120	92	98	110	61	100	100	84	13	56	110	58	114
116	58	50	86	117	114	74	112	33	116	105	119	29	5	102	100	107
117	78	1	1	118	98	49	117	13	4	51	12	23	91	73	8	105
118	41	83	109	98	120		120	27	119	110	118	76	29	113	119	119
119	111	94	82	114	53	103	96	117	106	90	109	100		78	71	103
120	30	60	43	90	102	46	119	90	63	117	113	61	95	59	47	120

High School Outcome Level (HOL)

Top 12 HOL Districts

Rank	District	#SCH	ADM	%SA	%EC	%OC	%FRL	EPP	CCI	%CL	APS	D-HS	D-HO	%VO	%SE	%CH1
1	1	104	102	15	70		29	5	21	7	1	44		92	2	25
2	108	71	68	54	12		29	10	27	23	19	5	15	4	106	17
3	84	60	45	54	1		29	1	11	4	2	117		45	114	4
4	72	94	62	20	44	17	7	14	21	3	6	61	24	34	25	22
5	99	5	4	49	13	74	5	69	4	77	16	104		47	30	2
6	110	83	91	9	41		32	16	35	2	13	104		33	10	54
7	54	104	104	4	39	36	40	78	72	32	54	76	29	3	39	14
8	74	113	105	3	32	32	51	110	72	26	48	16	36	28	91	74
9	59	37	34	41	5	4	64	2	18	6	3	4	4	97	84	30
10	103	8	10	45	83		35	7	18	74	17	50	58	53	113	40
11	119	13	12	49	9	29	1	24	1	18	20	50	45	43	28	1
12	91	28	19	32	77	87	25	103	36	28	41	81	74	52	49	20

Bottom 12 HOL Districts

109	10	18	26	120	92	98	110	61	100	100	84	13	56	110	58	114
110	83	71	64	38	72	44	101	89	109	32	94	89	78	30	74	110
111	88	104	113	54	91	69	91	52	78	116	107	108	99	112	110	52
112	46	83	50	15	82		116	70	86	89	75	33	32	65	5	116
113	21	71	99	23	112	27	60	76	69	35	82	89	85	76	42	99
114	92	83	57	106	118	48	91	62	58	61	79	38	41	46	52	99
115	16	30	44	112	107	91	107	54	75	92	103	61	71	99	89	113
116	78	1	1	118	98	49	117	13	4	51	12	23	91	73	8	105
117	58	50	86	117	114	74	112	33	116	105	119	29	5	102	100	107
118	77	83	101	84	119	97	91	65	101	9	55	26	6	40	115	42
119	30	60	43	90	102	46	119	90	63	117	113	61	95	59	47	120
120	111	94	82	114	53	103	96	117	106	90	109	100		78	71	103

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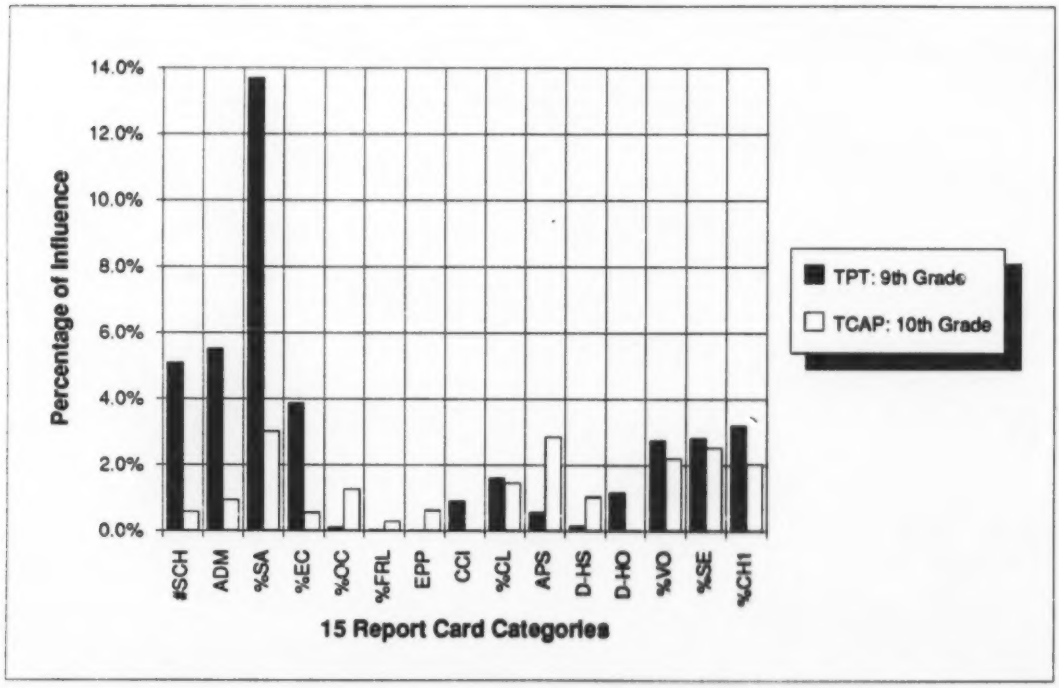
Appendix F

Guttman's Partial Correlation (r2) Used to Compare Influence of Community/School Variables on TPT and TCAP Results. *

	Categories	TPT: 9th Grade	TCAP: 10th Grade
1	#SCH	5.1%	0.6%
2	ADM	5.5%	0.9%
3	%SA	13.7%	3.0%
4	%EC	3.9%	0.6%
5	%OC	0.1%	1.3%
6	%FRL	0.0%	0.3%
7	EPP	0.0%	0.6%
8	CCI	0.9%	0.0%
9	%CL	1.6%	1.5%
10	APS	0.6%	2.9%
11	D-HS	0.2%	1.0%
12	D-HO	1.2%	0.0%
13	%VO	2.8%	2.2%
14	%SE	2.8%	2.5%
15	%CH1	3.2%	2.0%
	Total	41.6%	19.5%



* TCAP = Tennessee Comprehensive Assessment Program
TPT = Tennessee Proficiency Test (TPT)

Appendix G

Profile of School District Academic Performance With and Without The Inclusion of Special Education

	With Sepecial Education System Z-score	RK	Without Sepecial Education System Z-score	RK	Difference Z-score	RK
			Top 25			
1	2.48	1	2.38	1	0.10	0
2	1.83	2	1.83	2	0.00	0
3	1.77	3	1.81	3	-0.04	0
4	1.75	4	1.71	4	0.03	0
5	1.73	5	1.65	5	0.08	0
6	1.55	6	1.48	6	0.07	0
7	1.44	7	1.34	8.5	0.10	-2
8	1.42	8	1.34	8.5	0.07	-1
9	1.39	9	1.35	7	0.04	2
10	1.34	10	1.31	10	0.03	0
11	1.12	11	0.99	17	0.12	-6
12	1.10	12	1.02	15.5	0.08	-4
13	1.07	13	1.26	11	-0.19	2
14	1.07	14	1.05	14	0.02	0
15	1.03	15	1.02	15.5	0.01	-1
16	1.01	16	0.93	18	0.08	-2
17	1.00	17	1.08	13	-0.09	4
18	0.83	18	1.09	12	-0.25	6
19	0.75	19	0.71	20	0.05	-1
20	0.73	20	0.77	19	-0.04	1
21	0.71	21	0.58	22.5	0.12	-2
22	0.69	22	0.63	21	0.06	1
23	0.68	23	0.58	22.5	0.10	1
24	0.58	24	0.54	25	0.04	-1
25	0.55	25	0.56	24	-0.01	1
			Bottom 25			
96	-0.55	96	-0.47	92.5	-0.08	4
97	-0.55	97	-0.38	86	-0.17	11
98	-0.59	98	-0.50	96.5	-0.09	2
99	-0.59	99	-0.53	99	-0.06	0
100	-0.60	100	-0.28	77.5	-0.32	23
101	-0.61	101	-0.72	107	0.10	-6
102	-0.62	102	-0.62	102	-0.01	0
103	-0.63	103	-0.63	103.5	0.00	-1
104	-0.66	104	-0.63	103.5	-0.03	1
105	-0.70	105	-0.64	105.5	-0.06	-1
106	-0.74	106	-0.64	105.5	-0.09	1
107	-0.78	107	-0.90	112	0.11	-5
108	-0.81	108	-0.75	108	-0.06	0
109	-0.83	109	-0.89	110.5	0.06	-2
110	-0.85	110	-0.85	109	-0.01	1
111	-0.86	111	-0.54	100	-0.33	11
112	-0.89	112	-0.89	110.5	0.00	2
113	-0.94	113	-1.07	113	0.13	0
114	-1.05	114	-1.15	114.5	0.10	-1
115	-1.25	115	-1.19	116	-0.06	-1
116	-1.26	116	-1.15	114.5	-0.11	2
117	-1.49	117	-1.60	117	0.11	0
118	-1.69	118	-1.65	118	-0.04	0
119	-2.56	119	-2.66	119	0.10	0
120	-2.81	120	-2.96	120	0.14	0